

THE Mouth OF THE River

Oyster River High School Durham, N.H.

Summer 2021



ORHS Goalie Jeff Loughlin and forward Greg Bennett team up to a save against Bishop Gertin H.S.

The High Price of Fast Fashion

by Bhavana Muppala

Fashion Designer Vivienne Westwood once said, "Buy less. Choose well. Make it last. Quality, not quantity. Everybody's buying far too many clothes."

Although Westwood said this in 2013, her wise words still apply today. Fast fashion, the mass production of clothing at an inexpensive price, has become more popular than ever in recent years. The low prices that the clothing is advertised at is attractive to consumers, so they choose not to acknowledge the low quality, environmental and humane costs that come along with it. According to "Fast Fashion" from Investopedia, fast fashion production is estimated to grow 7% by 2023. This increase is concerning if you consider the detrimental effects of fast fashion on the environment, human rights, and wasteful consumer behavior. A former MOR member, Eleanor Zwart, wrote a similar article about second-hand clothing a couple years ago. However, in this article, I hope to give you insight on the actual effects of fast fashion and ways to shift to more sustainable consumerism. Many Oyster River community members are passionate about educating others on fast fashion and its

detrimental effects of fast fashion on the environment, human rights, and wasteful consumer behavior. A former MOR member, Eleanor Zwart, wrote a similar article about second-hand clothing a couple years ago. However, in this article, I hope to give you insight on the actual effects of fast fashion and ways to shift to more sustainable consumerism. Many Oyster River community members are passionate about educating others on fast fashion and its alternatives, so continue reading to hear from them.

Evy Ashburner (22) explained the initial rise and intent of fast fashion. "During the 1850's, 50's, and 60's was the start of fast fashion and 'off the rack' clothing was becoming popular. During the 1850's we saw the 4 season clothing becoming a thing, like winter, summer, fall, and spring clothes, so there's only 4 changes (to a clothing line) in a year." She continued, "but the fashion industry continued to change and become bigger and bigger so we see trends going in and out of style faster, and in the 90's the 4 season clothing turned into 6 season clothing leading, over the decades, the fashion trend cycle and seasons have gotten

Principal Filippone Promoted to ORCSD's Assistant Superintendent

by Emily Hamilton

Since she began her career in 1997, Suzanne Filippone has worked in schools as a teacher for middle school, high school, and college, a paraprofessional, a coach, a yearbook advisor, a college counselor, a dean of students, an assistant principal, and most recently, the principal at ORHS. The next hat Filippone will wear is that of ORCSD's assistant superintendent.

Following ORCSD's Assistant Superintendent Todd Allen's retirement announcement on March 3, ORHS Principal Filippone was promoted to Assistant Superintendent during the May 5 school board meeting. Among other things, Filippone's experience, strong leadership and collaboration skills, work in diversity and inclusion, and COVID-19 pandemic response, led to her being nominated for the new position.

"I consider Ms. Filippone one of the best high school principals I have ever worked with. No matter what I ask of her, what the staff asks of her, or what the students ask of her, she finds ways

to get that work done," said Dr. James Morse, ORCSD's superintendent. Morse has known Filippone since she became the ORHS principal five years ago and nominated her for the position of assistant superintendent.

From teacher to coach to administrator, one of Filippone's shining qualities has been her experience leading up to becoming the principal at ORHS five years ago. "It has allowed me to see all the different perspectives and I think that's really important to have that lens to be

History of the River

by Megan Dean

If you are reading this article, chances are you're familiar with Mouth of the River (MOR). Every quarter, a small class of ORHS students puts together a publication for the ORCSD community. Stories usually include important events, local news, and, always, student voices. Nowadays, you see MOR as a glossy, black-and-white print magazine that students can find throughout the school.

However, it didn't always look like that. What began as a "zine," a small magazine with little distribution, soon transformed into a newspaper, and eventually became what MOR is today. Transitioning through several advisors, hundreds of staff, and countless student bodies, there is one thing about MOR that has remained the same: its dedication to being a student-centric publication.

Safely stored in a file cabinet in T212, otherwise known as English teacher Shawn Kelly's classroom, the first ever copy of Mouth of the River looks nothing like the magazine we've come to know and love. It was published in 1963 by a small group of journalism students and their advisor, who's name is not recorded. Carefully guarded by Kelly, the zine didn't yet go by the "Mouth of the River,"

A Guide to Manifestation

by Holly Reid

Recently, you may have heard people saying "I'm manifesting it" when referring to something that they want to see happen in their lives. Or, maybe you've seen things on social media that reference manifestation. Either way, it's definitely a practice many have started to research and implement into their daily lives.

Manifestation is a practice from the 1800s that recently became a trend during the COVID-19 pandemic. While many were at home feeling a lack of control in quarantine, manifestation was a way for people to feel they had control over what was to happen in the future. Along with the pandemic, another reason why it gained

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Dear Reader,

We are excited to share our final issue of Mouth of the River for the 2020/2021 school year with you all. We had a great time finishing up the year with the majority of the staff in-person, which is something we've been looking forward to all year. Although this year has presented itself with a unique set of challenges for MOR, we are proud of the staff for maintaining MOR's legacy and publishing all four issues. We hope Mouth of the River has brought you some normalcy in this strange year; it definitely did for us.

At the start of Issue #1, this was new to everyone, but over the course of the year we've seen each staff member grow into their writing and position on staff. Each member has brought a unique perspective to the staff and allowed us to create a final product that we have all been proud of.

Regardless of whether this is your first time reading MOR this year, or you've been with us for all four issues, we know this issue contains something for everyone.

For this issue's cover story, we pay tribute to the history of MOR ranging from the 1960's to the present, in Megan Deane's article, "History of the River." Each writer challenged themselves with a wide range of stories including the lack of LGBTQ+ education at ORHS by Chase Amarosa, to the final article in the trilogy of Emily Hamilton and Sadie Hackenburg's food reviews.

A huge thank you goes out to all of the businesses who have generously sponsored our publication this year: we couldn't do it without you. All sponsors can be found in the back of this magazine, and on our website under a dedicated sponsors tab. As always, make sure to check out mor.news for all current and past stories, as well as our Instagram and Facebook pages.

While this year was less than ideal for all, we have loved being Co-Editors in Chief. From Mr. Kelly's bad jokes to the stress of meeting deadlines for submitting to the press, we have enjoyed every moment of it. Our final words of wisdom: if you are thinking about applying to Mouth of the River: do it. As we have, you'll learn so much about leadership, collaboration, and how to have some serious fun while working hard. We are confident that the final issue of MOR for the 2020/2021 school year is the best yet.

While we may not see you next fall, stay tuned for more MOR to come,
Emily Hamilton and Holly Reid, Co-Editors in Chief

Mouth of the River Mission Statement

Mouth of the River seeks to reliably inform the student body, as well as the surrounding community, of interesting and newsworthy content in a modern, compelling format. Our goal as a staff is to give voice to the students of Oyster River, and have it heard by all our students. The opinions expressed in Mouth of the River represent those of the writers and staff.

The Faces of MOR

Photos By Liam Ashburner



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We Regret to Inform You....

College Admissions in 2021

College: At Oyster River, it's nearly a guarantee that graduating students will move onto a two or four year program, if not longer. According to ORHS' counseling office, 77% of students moved on to a four-year program last year, while 11% of students went to a two-year program. The arduous process of researching schools, writing essays, and filling out applications has become characteristic of senior year. In that way, ORHS students have come to build expectations around admissions and what their experience will be like. However, the Class of 2021 didn't have that luxury this year. Already a turbulent and formidable environment, COVID-19 sent a shockwave through the world of postsecondary education like it had never seen before.

But let's not get ahead of ourselves. The fall of 2019 saw that year's seniors gearing up for the college process, just like any other year. It wasn't until most applications were sent out that things started to change. COVID-19 hit the U.S. hard in March, just around the time that the class of 2020 was starting to hear back from their schools.

COVID-19 died down before fully entering college."

Across the country, a similar phenomenon was occurring. With so many students putting off applying or attending, however, a new issue was starting to unfold. When COVID-19 did die down, and the class of 2020 started to apply again, they would join the already-existing application pool of the class of 2021.

Marlee Yoder ('21) is one such student who realized what that meant for her college application. "I convinced myself that there wasn't really a point applying to any reach schools. I would consider myself an average student- at least in terms of Oyster River's standards- so I was worried that applying to any reach schools this year would just be a waste of money, because a lot of people had either deferred last year, or decided to take a gap year, so a lot of pretty competitive schools had even more applications than usual."

Yoder went on to say, "Those schools are traditionally competitive and already have low acceptance rates. With

"I convinced myself that there wasn't really a point applying to any reach schools. I was worried that applying to any reach schools this year would just be a waste of money, because a lot of people had either deferred last year, or decided to take a gap year, so a lot of pretty competitive schools had even more applications than usual."

According to Kim Cassamas, an ORHS guidance counselor, this had a huge impact, not on college admissions itself, but on the decisions students made. "It was pretty scary for our seniors [in 2020] because they were trying to go to college, but hearing that it was going to be different."

By "different," Cassamas is referring to online learning. In order to prevent the spread of the virus, universities across the country were forced to transition to a remote model, which restricted students' access to the "full college experience." This simultaneously caused a disruption for students already enrolled in a school, and for students who had yet to decide. The result of this dilemma brought the most notable, and immediate, impact on students planning to apply in 2021.

"We had a decent amount of 2020 students decide to take a gap year, or just do a semester off," said Cassamas. "And some students who were planning on going to college locally were debating whether or not to live on campus. A lot of students felt it would be better to wait until

more applicants, that only decreased acceptance even further."

Ella Stasko ('21) is another senior who experienced the same thing as Yoder. Stasko was aware, before applying to college, that schools were looking for more than just good grades and an extracurricular activity. As a strong student who is very involved in the community, she put a lot of thought into the schools she applied to and what she wanted her "reach schools" to be.

"I didn't realize how different the playing field actually was until I started applying. Then, I started hearing back. I got deferred and waitlisted from some schools that I like to think, in a normal year, I could've gotten into." Stasko went on to explain that some of the schools she applied to, that had once had an acceptance rate of around 30%, dropped to 4% by the time she had applied. Another example is Columbia, which, according to a CBS News article titled "Ivy League acceptance rates hit 'shocking' lows amid pandemic upheaval," had its acceptance rate drop from 6.1%



the end of the impact left by COVID-19.

All in all, uncertainty in the realm of higher education will continue to exist long after COVID-19 becomes a distant memory. Though it played a significant role in the admissions process this year, the global pandemic only served to highlight the growing issues colleges will have to face.

That can be scary, especially to those who have yet to graduate high school, and haven't even started thinking about it yet. For these students, both Cassamas and Moore offered words of encouragement and advice.

"There is a school out there for you," said Cassamas. "It can be daunting, but if

to 3.7%, the lowest it's ever been.

The blame, however, shouldn't be placed on the class of 2020. Faced with two poor decisions, going to college amidst a global pandemic or deferring for a year, last year's seniors didn't feel like they had much of a choice. To make matters worse, some universities weren't as forgiving about the sudden change to society as others.

Take Harvard, for example. In an article published by the National Review titled "Harvard to Implement Online Learning for All Students, Tuition Remains \$50,000," the school announced that "it will implement online learning for all courses during the coming academic year, while tuition will remain at about \$50,000." For those who are unfamiliar with Harvard's tuition rates, this amount is the same as it would be every other, normal year. The same article shared that another Ivy, Princeton, would be reducing its tuition rate, but only by ten percent. That brought the cost down from \$53,890 to \$48,501.

John Moore, a member of the Georgetown University Board of Advisors and Regional Chairman of the Georgetown University Alumni Admissions Program, shared that schools across the country struggled with the tuition versus operations dilemma. According to Moore, "The trend is that college is becoming less and less affordable for students, and with this year in particular, universities had to make a tough call."

This effect was further compounded by something that few who aren't as entrenched in the world of college admissions are aware of: outside of this past year, college enrollment has actually been going down.

Moore explained that, "What we are seeing is a buffer year, where there's been a huge, but finite, increase in the amount of students applying to college. The problem with that, especially because enrollment has been decreasing, is that there are fewer resources available for those that need them."

Looking to the future, Moore we may see this "buffer" continue for another year or so before numbers start to decline again. According to "Knocking at the College Door," a four year report published in December 2020 by the Western Interstate Commission for Higher Education (WICHE), the number of high school graduates will peak in the 2020's, and then begin to steadily decline until 2037. With a drop in high school graduates comes a drop in college enrollment that will correlate with

you take the time to research, you can find a school that will meet whatever your needs are. It's up to you whether or not you want to be a big fish in a small pond or a small fish in a big pond."

Moore shared a similar sentiment, stating, "It pays off to do your research. Things are going to be changing in the next couple of years, so students shouldn't be afraid to advocate for themselves and really narrow down where they want to be. Where there's a will, there's a way."

- Megan Deane **M**



UConn



Principal Filippone Promoted to ORCSD's Assistant Superintendent

Since she began her career in 1997, Suzanne Filippone has worked in schools as a teacher for middle school, high school, and college, a paraprofessional, a coach, a yearbook advisor, a college counselor, a dean of students, an assistant principal, and most recently, the principal at ORHS. The next hat Filippone will wear is that of ORCSD's assistant superintendent.

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"I consider Ms. Filippone one of the best high school principals I have ever worked with. No matter what I ask of her, what the staff asks of her, or what the students ask of her, she finds ways to get that work done," said Dr. James Morse, ORCSD's superintendent. Morse has known Filippone since she became the ORHS

principal five years ago and nominated her for the position of assistant superintendent.

From teacher to coach to administrator, one of Filippone's shining qualities has been her experience leading up to becoming the principal at ORHS five years ago. "It has allowed me to see all the different perspectives and I think that's really important to have that lens to be able to have some level of understanding and experience," said Filippone.

Aside from her experience, Morse sees Filippone's skills in collaboration as the perfect fit for the assistant superintendent position. "What I've learned about Suzanne, besides her hard work, is that she's trustworthy, which is really critical in a role like this. She's collaborative with the faculty and listens carefully to the students. She's just someone that I have complete faith and trust in that can do the work here at the central office," explained Morse.

Collaboration with faculty is one thing that Filippone herself is also proud of. Filippone said, "one of the things I'm really proud of is the amount of collaboration that the faculty does with each



Filippone speaking at the May 5 School Board Meeting

other. During my first year, I had put a request out to faculty to do some internal collaboration and presentations and people were a little hesitant about that, but now, that happens all the time.”

In addition to collaborative work, another factor that stood out to Morse when nominating Filippone was her work with combating racism and promoting equality and inclusion at ORHS. “When we started talking about it, Ms. Filippone really engaged herself in that process and began having those conversations with students and started that whole process at the high school.”

Morse also brought up Filippone’s COVID-19 pandemic response. For over a year, ORHS has seen many different schedules and models, all of which were planned by Filippone, who had to account for the ever changing restrictions and variables brought about by the pandemic. “She would put together these very detailed and very thoughtful presentations for the school board, and the school board would ask questions about those recommendations, and she would always have thoughtful answers.”

According to Morse, while Filippone stood out as the top contender, the district still went through a lengthy process, which

time building relationships with people in this new position because, while I know people throughout the district, I need to work on that piece and get to know all the schools.”

Aside from building those connections, Filippone is also excited to continue giving back to the community in a bigger picture way. She said, “I’m really excited to be able to look at the district’s strategic plan and vision and to help move us forward. Oyster River is a high achieving, very community-involved district and it’s one that I have really enjoyed being a part of, both as principal and as a parent. I feel really fortunate to be able to continue giving back to the district.”

While Filippone is looking forward to the new position, there is a lot she will miss about working at the high school, specifically the day-to-day connection with students and teachers. She said, “the biggest concern that I have is not being connected with kids the same way. I’m not going to be in a school building with the kids and teachers which is going to be an adjustment for me.”

As for the fate of the high school’s new principal next year, Morse will conduct a similar process to that of the assistant su-

“It was a very comprehensive and inclusive process. Ms. Filippone was the number one choice by far. I think what people were impressed with was her intimate knowledge of the district.”

involved input from twenty-two administrators, teachers, parents, and even students. Morse had twenty-four applicants, and narrowed that down to five to interview. “It was a very comprehensive and inclusive process. Ms. Filippone was the number one choice by far. I think what people were impressed with was her intimate knowledge of the district.”

Zoe Selig (‘23), as one of the students on the selection committee, was responsible for coming up with the specific questions to ask the five applicants that were interviewed for the position. “[The questions] were generally on the subject of student voice and how much the candidates would value listening to students and I think Ms. Filippone answered that one really well.”

As assistant superintendent next year, Filippone is looking forward to building relationships with more people in the community, as opposed to just the high school community. “I’m really excited to work with different levels of education: elementary, middle, and high school and to support what the principals and teachers are doing. I’m also very excited to work with Dr. Morse and learn from him,” Filippone said. “I really want to spend some

perintendent position. He will include administrations, teachers, parents, and students and if the applicant pool isn’t as strong as possible, Morse will hire an interim principal for a year while continuing the search for a permanent principal. Morse said, “we want to make sure we hire someone as good as Ms. Filippone.”

While Morse has a comprehensive hiring process ahead of him, he is hopeful he can find a candidate who emulates Oyster River’s philosophy as well as Filippone did. Morse said, “the important thing about Oyster River is that we’re a collaborative district by nature and we are always looking for the best of the best. In nominating Ms. Filippone I really think I found the best of the best for the assistant superintendent seat and I’ll be doing the same for the high school principalship.”

- Emily Hamilton 

Image from the May 5 School Board Meeting

LGBTQ+ Representation

When it comes to covering minority groups in curriculum, such as the LGBTQ+ community, there is no requirement for what actually should be talked about at ORHS. “I definitely think that the [ORHS] curriculum in particular has this idea where looking at it from the outside it might seem to be really inclusive, but when you’re actually experiencing it, that isn’t always the case,” said Natalie Lessard ‘22 (she/her), one of the many LGBTQ+ teens who are struggling to find representation for their community in ORHS classes.

For LGBTQ+ students, even before they may identify as such, finding representation in ORHS curriculum is not easy. Instead, teachers are left to decide how they want to cover LGBTQ+ topics in their class, if at all. While this allows some teachers to openly discuss minority communities such as LGBTQ+, it’s not required, so only some end up covering it. Although parental backlash is a factor in determining how LGBTQ+ people and topics should be represented in the classroom, there are both student and teacher voices that argue a change to school policy or educational policy at the state level is necessary.

According to Karen Van Dyke (she/her), a social studies teacher at ORHS, this issue isn’t necessarily anyone’s fault. “As we see the world unfold right now, history teachers I think especially are starting to be like ‘oh my gosh, what have we missed? [Are we] making the world unsafe for a lot of people by teaching the curriculum we have had for decades?’” Van Dyke explained. “I think that leaving out minority groups, or not covering the positives, kind of taints how we view minority groups.”

According to the New Hampshire state outline for American history curriculum, history teachers must cover minority groups in America, but there are no specific guidelines for how to do so. This leaves it up to teachers to decide which historical minority figures should be discussed. Because the material taught differs from teacher to teacher in history and English classes, a student could go through all of high school with little to no discussion on major events and achievements for LGBTQ+ individuals.

Grace Webb ‘23 (she/her) is one of the students who runs the Gender and Sexuality Alliance (GSA) at ORHS. In this safe space, she and other students can talk about issues or achievements in the LGBTQ+ community, share stories, and give advice to others. Having spent the majority of her academic career at Oyster River, Webb has been able to see how material differs from teacher to teacher, and believes that leaving it up to the teachers isn’t the best option. “By not mandating it, teachers can really just not even mention anything about the LGBTQ+ community,” said Webb. “By having the teacher decide, we as students are missing major parts of our

education that we should have.”

For health teacher Rob Quaglieri (he/him), potential parental backlash is a strong factor that defines his curriculum. When considering adding potential material to his curriculum that includes LGBTQ+ topics, he said administration’s consent is heavily weighted on the reaction parents may have.

In the State of New Hampshire, the curriculum for general health states that: “curriculum is not required to include instruction on sexual orientation or gender identity,” according to Sex Education Collaborative, under state policy information. Like Van Dyke, it is entirely up to Quaglieri and administration to decide if they want to include the teaching of gender and sexual orientation. “I had something all set up that was ready to go with talking about gender and identity, but with the way the schedule was last year, all we had was one day,” said Quaglieri. (For more on the struggles with gender identity at ORHS, check out Mouth of the River’s “Transgender Youth,” by Madla Walsh.)

Quaglieri has to follow state guidelines, but feels that he now must work to provide equal sexual education for all students. “I have to go to administration first and get the okay, because I know it’s going to be one of those hot topics where somebody’s going to complain because I’m teaching this. I want them to know about it beforehand, because then it is a little easier to explain to parents,” explained Quaglieri. Quaglieri had hoped to incorporate some gender and sexuality education this year, but had to delay because of the limited time due to the pandemic.

While these changes take time, students like Webb, Lessard, and Juno Ball ‘23 (they/them) feel leaving out information about gender and sexuality in health lessons is actively hindering the opportunity for students to learn more about those identities, as well as themselves.

Webb argues that students are missing a part of sexual education that should be taught in health. “In health class, we really just talked about heterosexual sex education. I think we missed that same sex education that I would have liked to hear, as not everyone is straight in this world.” While Quaglieri’s health class covers the basics of reproduction, there are currently no lessons on homosexual sex education, as Webb mentioned.

Lessard also noted that there was no education on contraceptives for LGBTQ+ people. “A common misconception is that, ‘since you can’t get pregnant, it’s fine.’ I think that we were never taught that’s not true.”

Like Webb, Ball has felt like they missed a part of their education about sexuality and gender, having to learn information on their own that would have helped them discover more about themselves. Ball recalled a memory from their middle school. “I did not know that bisexuality was a thing or that queer women were a

thing. I thought it was just gay men, until like sixth grade,” Ball said. “I think if we just had a day in health class where it was like, ‘by the way, queer people exist,’ that probably would have not only helped me figure out my identity sooner, but made a lot of people feel more comfortable [on the topic],” Ball added.

As of now, there has been no change or addition to the information taught in the general health curriculum. Members from



the Oyster River GSA used to come in as guest speakers to talk about gender as a spectrum, and sexual orientation, but because of the factors with the COVID-19 pandemic, that has not taken place yet this year.

On a district level, Todd Allen (he/him), the Assistant Superintendent for the Oyster River Cooperative School District, ORCSD, has seen a movement to include more education on diversity with minority groups. “I would be misleading you if I said that I

“Curriculum is not required to include instruction on sexual orientation or gender identity”

think we’ve got this under control and that we’ve completed the task, because we’re far from a point where I could look you in the eye and say ‘I think we fully represent all groups appropriately,’” explained Allen.

To help combat this lack of representation, there have been multiple groups of teachers, students, and community members over the last year, who have come together to make Oyster River a more inclusive learning environment. “There’s a group of teachers who are working with an intern from UNH, New Hampshire Listens. This summer they tried to develop a concept called ‘cultural competencies,’ that really are about looking at the whole experience of kids and asking what are the cultural awarenesses that we want every child to have as they graduate from ORHS,” said Allen.

There has been a push over the last four years to cover the struggles and history behind minority groups in school, especially since the Black Lives Matter Protests and the death of George Floyd in May of 2020. This is something that Vivian Jablonski (she/her), a math teacher at ORHS, has been a huge part of over the last year. (For more information on how ORHS is dealing with racism, visit Mouth of the River’s article titled, “How ORHS is Addressing Racism This Year,” by Emily Hamilton.)

Jablonski began working with a group of students and teachers to discuss how to best incorporate the education and recognition of minority groups into ORHS, starting in the summer of 2020. “We have started a faculty discussion group, talking about a lot of issues surrounding inclusivity,” explained Jablonski. “I’ve been trying to foster communication between students and faculty and I know that that hasn’t necessarily always been the case. I’m trying to figure out what’s a good avenue for students to be able to give feedback to their teachers.”

Teachers like Jablonski and other community members have been meeting and working together to discuss ways to incorporate diversity and LGBTQ+ topics into Oyster River education, but still recognize there is more work to be done.

While Allen and Jablonski show they are working on the issue, as a student, Lessard claimed that isn’t always the case. “I think that the problem is that [administration] kind of tries to act like they are addressing it well. It would be better if they were like, ‘yes, we need to work on this,’ and then acted on it, rather than acting like they were doing a good job without actually providing.”

Lessard feels that by recognizing and addressing an issue, the school should show physical evidence that a change is being made. Lessard and other students are upset that the school hasn’t yet taken action to better include LGBTQ+ representation in classes.

It is important to note that, while Allen did say teachers across the district have been meeting to discuss introducing minority groups into the curriculum, the mandated curriculum hasn’t

structurally changed in regards to LGBTQ+ topics. Students like Lessard are worried it could be years before LGBTQ+ topics are collectively brought up in the classroom.

When asking Allen about the effect parents have on the introduction of minority groups like the LGBTQ+ community into curriculum, he recognized it as a driving factor that will influence the way this change is made. “Schools are supposed to be a reflection of their communities. Local control of schools is very

much in the forefront, which is one of the reasons why we focus on developing policies first, so that teachers feel backed up by it.”

On the topic of LGBTQ+ representation in the ORCSD community, one of the greatest achievements for the LGBTQ+ community was the implementation of the gender non-conforming policy in 2015. This allows for students to be protected while exploring their own gender identity.

With the gender non-conforming policy, Allen said that the whole point of that was to give the policy backbone, “so that teachers can say, ‘no, I’m teaching this and it’s the right thing to do.’ Our intention as a district is to create an environment free of violence and prejudice of all kinds so that everybody can be who they are, and be supported in who they want to be.”

For Allen, it can become difficult to have teachers cover certain material in a highly politically-polarized environment. “While that doesn’t sound like a controversial idea, when you get into some difficult conversations with community members who have a more extreme, conservative viewpoint of what should be talked about in school, it is a hard situation for a teacher to be in. So to have a policy that backs them so they know that they’re going to be supported is critical.”

As Allen stated, when implementing new pieces or topics in curriculum, administration and the school board have to consider that reaction won’t always be welcoming. One of the main reasons it’s been difficult to mandate the teaching of specific minority groups like the LGBTQ+ community on a state level is because there is fear of backlash from parents. For public schools, parents have a voice in what is being taught in the classroom. This voice can even go as far as to change what is being taught in class unless there is regulation backing these lessons. While Van Dyke has made the decision to include LGBTQ+ people and history while talking about minority groups in America, this isn’t the case for every teacher.

For Webb, learning about minorities in literature and history is something important to her, as she feels she missed this throughout most of her education. “A lot of what we read in English and different social studies classes are written by heterosexual white men. For centuries, that’s the group that dominated most aspects of society, at least in Europe and North America. The typical person who controlled the narrative was a straight white man, so now a lot of our history and what we consider classic literature are written by those types of people,” said Webb. “I think we lack the viewpoint from women and from people in the LGBTQ+ community who were underrepresented and really are not given the chance to show their opinions and achievements in society.”

Between students and teachers, a topic of conversation seems to be how educators can best incorporate LGBTQ+ individu

als into curriculum, in social studies and English classes. Webb mentioned that she would like to see better representation and recognition of LGBTQ+ individuals in the literature examples used in classes. After talking to teachers, LGBTQ+ literature is something that can be regularly used in some classes, but the writers' identities are left out of the lesson. This uses LGBTQ+ literature in curriculum, but does not recognize that it was written by an LGBTQ+ person. As a teacher, Van Dyke incorporates LGBTQ+ people into her lesson on minorities in history, but puts their work ahead of their identities.

Van Dyke is one of the educators that currently teaches about minority groups in history by providing their work and impact on the country. Van Dyke said, "The key is to make it aware that there are successful LGBTQ+ people in everyday life." She uses this idea to introduce historic characters in history to her classes by putting their accomplishments before their identities.

"Let's say we're doing civil rights: you just slide those people in the list, and it's kind of interesting because kids will gravitate without knowing anything about them," explained Van Dyke. By putting the individual's work before their personal identities, students are able to recognize their importance without being clouded by the fact that they were maybe part of the LGBTQ+ community. This allows for students to learn about minorities in history without their personal beliefs or prejudice getting in the way. Van Dyke has seen a much more welcoming reaction from her students when these topics are discussed in class.

While students may be more open minded and accepting in class, Nori Sandin '23 (she/her), who works with Webb to run the GSA, explained that this isn't always the case at school. Sandin recognized that there are a lot of passive aggressive insults towards the LGBTQ+ community in the school environment, that maybe isn't meant to spread as much hate as it does. Sandin argues that teaching all students about LGBTQ+ topics and the struggles that the community faces would help eliminate these passive aggressive insults.

"I think it starts with the students," said Sandin. "I think that there's a lack of supportive culture and more judgement and being really unconscious as to what's said surrounding the LGBTQ+ community. Talking and breaking down stigmas [should take place]. I feel like things are said that are not thought through, and they are typically really offensive. I really just think it starts with kids at school." Sandin believes that with the right education, the majority of this passive hate could be eliminated.

For Jablonski, a teacher who promotes the use of pronouns in her classroom, this same issue can be present. "I have had a couple reactions from students that were negative but they kind of indicated to me that that person might need a little more education about pronouns and why people use them. I wouldn't say it's like a negative reaction, but I think there's some place where we can do a better job. If all teachers can be involved in a kind of unity with that, I think that would be really useful," said Jablonski.

Jablonski believes pronouns are something small that can be extremely helpful for students, and that education around the topic of pronouns and normalizing the use of them in any setting is necessary. "The vast majority of responses I've got and have been

positive like one student actually explicitly told me that 'it made me so happy when you shared your pronouns with us when you introduced yourself at the beginning of the year.' To be honest, just getting a positive from one person is enough," said Jablonski. (For more information regarding pronoun usage at ORHS, visit Mouth of the River's article, "Address Me As..." by Ari Antonelli.)

Within the GSA at Oyster River, pronoun usage is one of the many topics that takes place in these meetings when discussing LGBTQ+ issues. The group discusses lots of different issues that LGBTQ+ teens face. "We do a lot of focus on what's going on in the news and how LGBTQ+ teens are being affected in everyday life," Sandin explained. "[We also talk about] how we are kind of taking steps back. Even though the world is getting to a place where it's recognizing the LGBTQ+ youth, we still have a lot of work to do."

Allen explained that this work is much more structural, and has to do with the Oyster River learning experience as a whole, rather than just a class. "It's a conversation about that takes place as kid goes K-12 through our system, asking, 'how do we ensure that all the different groups are represented fairly?'" While the push to include more about minority groups and the issues they face is currently taking place, Allen can't describe a specific push to solely include more representation for the LGBTQ+ community.

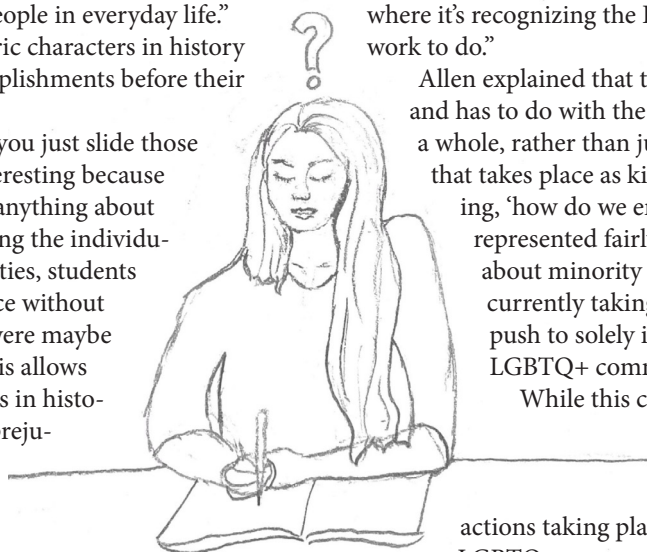
While this change is exciting to see for Sandin, Webb, and the GSA, it will take time until the district is ready to make actual changes. The

actions taking place do not ensure actual topics on the LGBTQ+ community specifically, and may result in continuing to leave it up to teacher interpretation.

For students who cannot have these conversations about LGBTQ+ information due to a lack of representation in curriculum, there is an option beyond the classroom. "One option that they have is coming to the GSA meetings, which are totally anonymous. You can come to these online meetings with your camera off, and don't even have to sign in using your name," said Webb. "It's totally up to you on how much you want to participate. I think that clubs like these where you don't have to tell your parents about it, are a great way for kids who maybe aren't out yet or don't feel comfortable being in an environment with parents. They should feel totally free to come to our meetings and be a part of this safe community and space where we are very supportive of everyone and help uplift others."

Although an actual is not yet guaranteed, the efforts seem promising to Allen, as he hopes LGBTQ+ teachers and students will have more representation in ORHS curriculum in the near future. With parent reactions being the main factor preventing a change, it raises the question of where these intentions are actually coming from. Students and teachers in the community seem to agree that education on LGBTQ+ topics will not only help give representation to the LGBTQ+ community at Oyster River, but also eliminate the confusion or prejudice in other students about the issues surrounding the LGBTQ+ community. As a final statement, Ball reminded, "A lot of hate is just born out of ignorance."

By Chase Amarosa
Artwork by Sofia Testa



History of the River

If you are reading this article, chances are you're familiar with Mouth of the River (MOR). Every quarter, a small class of ORHS students puts together a publication for the ORCSD community. Stories usually include important events, local news, and, always, student voices. Nowadays, you see MOR as a glossy, black-and-white print magazine that students can find throughout the school. However, it didn't always look like that.

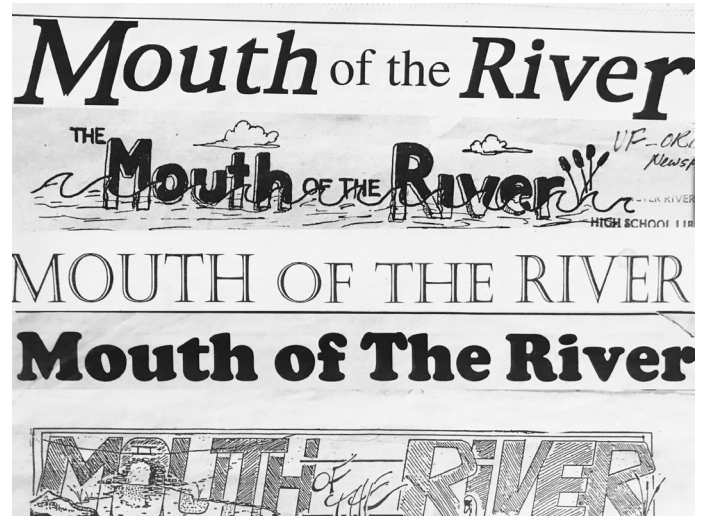
What began as a "zine," a small magazine with little distribution, soon transformed into a newspaper, and eventually became what MOR is today. Transitioning through several advisors, hundreds of staff, and countless student bodies, there is one thing about MOR that has remained the same: its dedication to being a student-centric publication.

Safely stored in a file cabinet in T-212, otherwise known as English teacher Shawn Kelly's classroom, the first ever copy of Mouth of the River looks nothing like the magazine we've come to know and love. It was published in 1963 by a small group of journalism students and their advisor, who's name is not recorded. Carefully guarded by Kelly, the zine didn't yet go by the "Mouth of the River," but by no name in particular. Eventually, this earliest era of the publication landed on the name "Bay Lynx," which stuck for the next two years or so.

Originally type-written and pressed, the first couple issues of Bay Lynx featured news stories, gossip columns, jokes, and handwritten art. It's unknown how many copies were published and in circulation back then, but a few copies remain, delicately kept together in a manila folder.

The first official copy of the Mouth of the River came out roughly a decade later, in 1976, as an actual newspaper. Sam Hardy ('77) was a member of the paper during this time, and remembers how they came up with its now iconic title. "At our first meeting, we were struggling with names for the paper, and half of a blackboard was filled with weak ideas. Someone at the back of the room finally came up with 'The Mouth of the River' and that ended the discussion," said Hardy.

He also described the process of publishing as being the most difficult part of the process. "We produced papers once a month at 10 cents each, and issue #1 was a challenge. The content was fine, but to produce it, we all went down to the typing classroom and started hammer-



ing out the pages. Most of the typewriters were terrible and the text was blurry. So we had barely legible originals and it got worse when making copies. [Our advisor] drove us to the superintendent's office where we were supposed to be able to make copies on their printer for free. But we later found out that was wrong, and on our first issue we had blown about 60% of our small annual budget. Several students were refocused on selling ads after that!"

Overtime, the publication process became more streamlined. ORHS math teacher Bill Reeves was a contributor and editor from 1986-1987, and remembers creating the paper as a long, yet rewarding process. In the 80's, putting MOR together involved gluing the original layout together, taking it to a print shop to make copies, and finally distributing it in the cafeteria. In the end, the finished product was usually around four pages long, with headlines including "The Working Student," "Students Favor Board Rep., Board to Vote Next Week," "OR Rules at Concord," and "Increase In Parking Problems for 1987."

According to Reeves, though the publication process was significantly different, the purpose and content of MOR was much the same as it is now. "I think we used to publish more hard news, but the topics were pretty similar: student parking, school dances, and other things that were centered around ORHS," said Reeves. "It was written by students for students, just like it is now."

Indeed, this sentiment was carried into the 1990's and 2000's. As MOR continued to develop as a publication, it maintained popularity and credibility thanks to steady student involvement. Dylan Brown ('99), the sports editor for the paper from 1997 to 1999 spoke of his experience during that time. "Devin Foxall, Rob Heuchling, and I pulled some hijinks and got into a little trouble with administration over some of the articles we wrote," he said. "It was fun." Devin Foxall was the editor in chief for MOR from 1998 to 1999, and Rob Heuchling was a contributor and editor.

Staying true to its philosophy, the paper remained an outlet for students to investigate problems in the district and advocate for themselves. Brian Killgore

(‘91), recalls how he felt once he realized the influence of the paper at ORHS. “I definitely learned the impact of an article that spring when I wrote an editorial about cliques in the school. I was told later it was actually a topic of discussion in a couple classes that day.” Killgore later went on to major in journalism, and cited MOR as the primary reason.

This continued on in later years in MOR. An October 1994 headline, “Numbers Surge, Halls Packed,” details ORHS’ struggle with an increasing student population. A few years later, in November of 2004, the paper published a spreadsheet of each of the 2004 presidential candidates, their backgrounds, and their major policy positions.

In the 2000’s, MOR was advised by Judy Kucera, an English teacher with a background in journalism. Under Kucera’s authority, the paper began to transform from just “straight news story coverage” to more creative and experimental articles. “I really wanted MOR reporters to tell stories that hadn’t been told, to be creative, and to explore issues in-depth; more narrative, literary style journalism. I’m very proud looking back on some of the journalism that my staff did - from interviewing Chinese restaurant workers for their back stories, to thoughtful articles profiling students and teachers who had passed away, to calling local pay phones and interviewing whoever picked up,” she said.

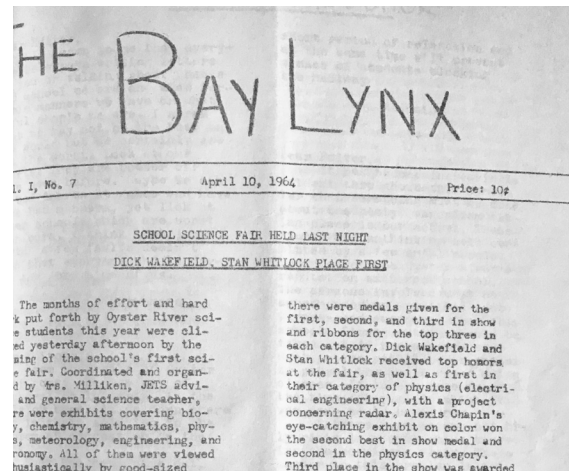
Kucera acted as advisor from 2000 to 2011, which was a particularly interesting year for MOR. For starters, student journalists began to publish stories on several school board controversies, and their efforts drove the student body into planning and carrying out a successful walkout. 2011 was also the year that Kucera left the district for a job at a pre-school in Milton.

With the departure of Kucera, many believed that Mouth of the River would be coming to a close. Indeed, in the final issue of 2011, Kucera’s last year teaching at Oyster River, then Editor-in-Chief Ben Belanger (‘11) wrote a farewell article to her and principal Laura Rogers. In the article, Belanger writes, “as sad as it is for me to see the Mouth of the River coming to a close next year, it almost seems fitting.

That might sound odd, but I know that without Mrs. Kucera... the newspaper just wouldn’t be the same.”

Belanger was correct in that MOR wouldn’t be the same after Kucera left. However, that did not mean that the publication would end. As he was a graduating senior that year, Belanger did not bear witness to the next chapter of MOR’s history, led by Shawn Kelly.

Hired to replace Kucera’s position as an English teacher, Kelly recalls being asked in his interview if he had any interest in taking over the role of advisor for the student paper. “I actually did have experi-



One of the first, original copies of Mouth of the River- then titled the “Bay Lynx”



“A Few Farewells,” by Belanger, commemorating the legacy of English teacher Judy Kucera. She advised MOR from 2000 to 2011.



The 1984 issue of Mouth of the River, featuring the headline, “Numbers Surge, Halls Packed.”



The November 2014 edition of Mouth of the River, the first issue to be printed as a magazine.

ence, from being an intern in a journalism class at Souhegan, so I said yes. There weren't enough students who had signed up to take it as a class that year, so it ended up being an afterschool club the first year I was involved," said Kelly. "The next year we got more students interested, and it became a class again."

Wanting to stay true to MOR's original purpose of being a student-led publication, Kelly oversaw while students continued to publish the newspaper the same way they had before its transition. However, as we all know, this version of the publication was not to last.

It was the staff of 2014-2015 that decided to make the jump from newspaper to magazine. According to Kelly, Editors-in-Chief Sadie Moore ('15) and Sam Colby ('15), as well as Isabelle Todd ('16) and Abby Colby ('16), were instrumental in the new formatting of MOR. The artistic and aesthetic focus of the magazine continued long after that school year, with help from Neville Caulfield ('16) and Conrad Dundorf ('16).

"[2014-2015] was the year that Mouth of the River became less of a class, and more of a serious, cohesive thing for me," said Kelly. "A new perception was built around the magazine that made more students excited to do it in the following years."

As a senior myself, I can attest to Kelly's point about the draw of MOR. Coming in my freshman year, the magazine was almost intimidating. Professionally printed and staffed entirely by upperclassmen, many of whom I already looked up to, I was inspired to one day be a part of the staff. I know

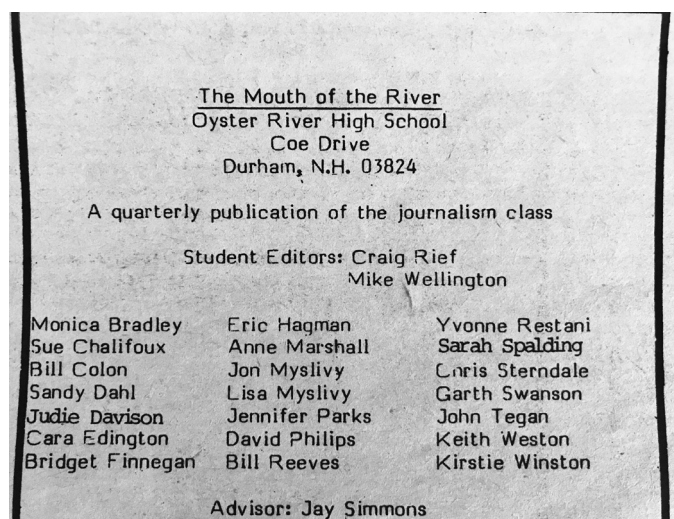
many of my peers felt the same, and we were not disappointed when it came time for us to be on the other side of the publication.

Ultimately, the Mouth of the River is, and always was, a piece of media made by the students, for the students. As Kucera put it, "MOR contributes to Oyster River by being a record of what students cared about, what issues were important to them - from the superficial to the serious."

Though the process of the publication has changed over the years, with advancements in technology and creativity from new staff members, the purpose has remained the same. No matter what graduating class is writing for, editing, or publishing it, its dedication will always be to its student body.

"You have to have something like that in a school," said Kelly. "If you don't have an official, legitimate forum for student voice, then those voices will go unheard."

-Megan Deane **M**



MOR's staff of 1984, featuring current ORHS math teacher, Bill Reeves! (Bottom of the middle column)



The "MORgue," the file cabinet where originals and copies of each issue of MOR are stored, dating back to the 1960's.

Studying Smarter for Exam Season

Mugs of coffee pile up on your desk, your head swimming from an overwhelming list of formulas, notes, facts, and graphs. You can feel anxiety gnawing at your stomach as you switch dizzily from binder to binder, browser tab to browser tab. All the while, the clock keeps ticking mercilessly forward, a reminder that in a handful of hours, you'll be faced with a test you're not prepared for. You probably know this feeling well... many do.

Springtime means final and AP exams are just around the corner, and many high school students are anticipating sleepless nights spent cramming for their tests and finishing up projects. Procrastination runs rampant in the halls of Oyster River High School, and escaping its effects of stress and poor time management is no easy feat. It's clear that pulling all-nighters fueled by caffeine and anxiety is not the most efficient studying strategy... so what is?

A brief but necessary note before we jump into the tips: we all know that final exams look a bit different this year. But even though AP exams are being offered online and many teachers are giving out final project assignments rather than traditional tests, these studying recommendations are still relevant. Developing strong study skills is something that will help you immensely academically, this year and beyond. "Especially for students in a high school setting, who are launching into the next chapter of their lives, I would say use your resources here," said Kim Cassamas, a counselor at ORHS. She emphasized the importance of starting good study skills now, as you'll use them for the rest of your life. "Start the conversation anywhere, whether it be your advisor, your teacher, your counselor. Just get the conversation going so people are aware and can work with you." That being said, let's talk about some strategies you can try out to study smarter.

What many students unintentionally do while studying is actually make the process harder for themselves by looking at all their notes for a given class and thinking they have to review all the material at once. It seems like way too much to handle... because it is! I've definitely run into this problem, and it's a terrible feeling to think that you're in over your head. One tried-and-true studying strategy to remedy this overwhelmed feeling is breaking up your studying material into manageable sections to review over time.

"One of the things I find useful, particularly with teaching for the SAT, is to break the material into chunks," said Kathy Crafts. Crafts is the founder of LocalPrep.Net, a system of tutors in the Maine and Seacoast New Hampshire area aimed at helping students develop strong study skills, especially for exams like the SAT and the ACT. Not only is breaking up your material into smaller portion sizes less overwhelming, it can actually aid the memorization process, especially if you arrange your "chunks" by theme, unit, or common material. That way, you can study relevant groups of content over time, allowing yourself to really internalize

the material and ease your anxiety.

Not only is it important to break up your material, it's critical to take breaks yourself! Iris Ingelfinger ('21) emphasized the importance of taking breaks and resting over the course of studying sessions. "If you have to catch up on reading or notes, focus on one chapter at a time and break up your reading, otherwise you'll wear your brain out," she recommended. "Give yourself breaks!"

Breaks, as Ingelfinger said, are well known as an important component of any healthy studying routine, and for good reason. According to "Study Breaks & Stress Busters" from *Cornell Health*, intentionally setting 5-60 minute breaks throughout your studying session can increase your energy, productivity, and ability to focus better than any sized cup of coffee.

"We've all gotten so used to such quick cuts on everything, the idea of sitting down for two hours and actually focusing is really difficult nowadays," said Crafts. She's completely right: because of the constant availability of entertainment at your fingertips, and the stress of a global pandemic, our capacity to engage with new information has been reduced significantly, according to "What's Happened to Our Attention Spans During the Pandemic?" from *Psychology Today*. So if you can't imagine sitting down and focusing for an hour, that's okay! It's better to take a break than

force yourself to plow through your fatigue, which is a no-win situation.

It's important that you're actually allowing your brain to rest during these breaks, however. Grab a healthy snack and put your phone away; doom scrolling will only continue to over-stimulate your mind and won't provide needed relief. Instead,

take a walk or meditate to make sure you're returning to your notes refreshed and ready to get down to business. I personally like to get up, pour myself a glass of water, and walk around for a minute, maybe going to sit on my porch or play with my dog in the yard. Check out Ethan Wilson's article *Get Out* for his take on why spending time outside is so important, as well as *Mindfulness Meditation: Why You Should Start Meditating* by Isabella Crocco for more information about the practice of meditation.

Another great way to promote memorization and have fun with your studying is to be creative. Personally, I love making my study materials colorful; while studying for the AP US History exam, each time period in my notes had a specific color assigned to it, as well as each of the themes within each time period. Color-coding has actually been scientifically proven to improve recall ability: According to "The Influence of Colour on Memory Performance: A Review" by Dr. Mariam Adawiah Dzulkifli of the International Islamic University of Malaysia, a significantly higher number of participants in a 2006 study were able to recognize colored images than those who were asked to recall grayscale images. Color-coding or no color-coding, the bottom line is: find out what memorization tactics work best for you and apply them to your routine.

"We've all gotten used to such quick cuts on everything, the idea of sitting down for two hours and actually focusing is really difficult nowadays."

Another studying strategy that many students have found helpful is handwriting the material you have to memorize. “Create a study guide for yourself even if your test is in two days,” recommended Ingelfinger. “Writing helps you remember things and organize your thoughts.” It may be tempting to simply turn to your laptop and type out that study guide, but don’t overlook the benefits of using a pencil and paper. According to a 2014 study by Pam Mueller of Princeton University and Daniel Oppenheimer of UCLA, students who took physical notes performed significantly better on tests measuring their comprehension of the material than those who typed out notes on laptops. This is because writing down information forces your brain to process it differently; because typing is faster, the students in the study tried to write down every word of the material, while the students who hand wrote their notes were better at drawing out core concepts and therefore ended up with a better understanding of the material.

In that same vein, try condensing the notes you’ve taken in class and materials you’ve been given by your teacher or tutor into a basic summary sheet. Make it short, sweet, and full of important information without any flowery nonsense that you need to sort through. It will also help to better visualize what will be on the exam: rather than looking at an intimidating array of worksheets and textbook pages, you’ll have a few handwritten sheets with the essentials, which will seem much more manageable.

Another important detail to remember: take note of where you’re studying! Believe it or not, where you hit the books can have an impact on your intake of information. “The brain makes subtle associations between what it is studying and the background sensations it has at the time, the authors say, regardless of whether those perceptions are conscious,” wrote Benedict Carey in the article “Forget What You Know About Good Study Habits” from the *New York Times*. “Forcing the brain to make multiple associations with the same material may, in effect, give that information more neural scaffolding.”

So, contrary to popular belief, it is actually better to vary your study spots rather than to choose one and stick to it. However, still bear in mind that whatever locations you pick are conducive to focus! Make sure you’re not putting yourself in a distracting environment for the sake of diversifying your study spots. When choosing locations, take stock of what elements allow you to get the most done: noise level, brightness, whether you’re alone or in a group, etc. Coffee shops can be cool and appealing but they can sometimes be busy and distracting (and all too tempting to order one too many iced lattes and leave with the jitters!). Check out Bhavana and Laura’s article in this issue on the best cafes to study at in the Seacoast for some inspiration.

Finally, it’s crucial that you give yourself enough time to work through the material you need to get reacquainted with. Many

students who put off all their review until the day or two before their exam end up pulling all-nighters, which does way more harm than good in the long run. On average, adolescents need 8-10 hours of sleep every night, according to the CDC, and the sleep deprivation involved in an all-nighter can severely limit cognitive function during the day. In fact, according to the Sleep Foundation, the operating level of people who pull all-nighters is comparable to being drunk: studies have found that the functioning of these sleep-deprived individuals is the same as having a blood alcohol content of .10%, which is above the legal limit of .08%. Short-term memory is also reduced as a result (good-bye facts and formulas!) and obviously causes extreme tiredness throughout the day, which makes it difficult to focus—or even keep your eyes open—during tests.

There’s a simple remedy to this, and you’ve probably heard this advice before, but it’s really important: schedule out times to study beforehand. Don’t give yourself an excuse to weasel out of your review work... when it’s in your planner or your phone calendar, it’s a lot harder to ignore. Maintaining discipline is difficult, but

it’s an important skill that you’ll need far beyond high school. Crafts recommends planning out time at least a week or two before your test and setting a timer each session to hold yourself accountable. “If you set your timer on your watch, and every night you study for an hour, that’ll add up. That’ll mean you studied ten hours if you do it for a week and a half, which is better than trying to do ten hours the night before [the test].” Studying is a great way to get to know yourself better: if you tend to get distracted by every notification on your phone, try powering it off or putting it in your bag or in another room. Make sure you’re doing everything in your power to stay focused during your study



blocks so you can maximize your efficiency.

“Midterms and finals [at ORHS], they can become these high stakes [situations] and that can get in your head. You just have to have the confidence,” said Cassamas. “If you do the work on a daily basis and think of it as a marathon, it’s less stressful when that day comes and you have the confidence to know that you will be successful.”

Hopefully reviewing these tips has bolstered your confidence in your test-taking abilities, since believing in yourself is half the battle. Remember to take deep breaths, prepare as well as you can, and do your best. This year has been difficult on so many levels, but if you focus on maintaining good study habits, you’ll surprise yourself with how well you’ll do on your final exams. And from one coffee lover to another, try and cut back on those cups... shaky hands never helped anybody during finals week!

-Ella Gianino 

A Guide to Manifestation

Recently, you may have heard people saying “I’m manifesting it” when referring to something that they want to see happen in their lives. Or, maybe you’ve seen things on social media that reference manifestation. Either way, it’s definitely a practice many have started to research and implement into their daily lives.

Manifestation is a practice from the 1800s that recently became a trend during the COVID-19 pandemic. While many were at home feeling a lack of control in quarantine, manifestation was a way for people to feel they had control over what was to happen in the future. Along with the pandemic, another reason why it gained popularity was likely the rise of the app TikTok. On TikTok, users would share short videos of how they manifest, the different methods they use, and its benefits. Since videos get widely shared on TikTok, people realized how simple it could be to turn thoughts into a reality and wanted to give it a try.

Personally, I have never manifested where I write down where I see myself in five years, or set a daily intention. However, I definitely have intentionally had positive thoughts with hopes of those thoughts turning into a positive reality. I initially wanted to write this article as a way for me personally to learn more about manifestation because although I’d heard the blanket term, all of the possible methods seemed overwhelming to me. Hannah Hatfield (‘22) had a similar experience, and said, “I saw a lot about it over social media but I knew that wasn’t a very reliable source, so I took it upon myself to do my own in-depth research looking into different methods and such.”

Because there’s a lot of information out there, I researched what manifestation really is, and how you could implement a form of it into your daily life. If you’re feeling overwhelmed by the possibilities of manifesting, but want to give it a shot, here is some background on manifesting and a guide to hopefully get you started. Also, manifestation isn’t something to force upon yourself because it’s likely to only work if you really believe in it. With that being said, this article is not opinion based on whether you should or should not manifest, but in case you do want to, here are some ways to do it and potential benefits.

What is manifestation?

For some background information, manifestation looks different for everyone, but can simply be defined as “something that is put into your physical reality through thought, feelings, and beliefs,” according to “Manifestation Guide” by Law of Attraction. The word manifestation may bring thoughts of candles, crystals, and spirits to some people’s minds. While that may be how some people choose to practice, manifestation can be as simple as writing out daily intentions and future hopes.

Caitrin Ferris (‘22) spoke to the impacts it can have, and said, “honestly, I think that manifesting has a lot of positive impacts.

It makes me sit down and think about what I want for my future and for myself and really motivates me to take steps in that direction every day.”

Manifestation works to turn thoughts into reality because “when you think high-level thoughts like, “I rock!” When you think and feel, “I rock,” you exude an energy of confidence and in turn attract great experiences into your life. Each thought you have informs your energy, and your energy manifests into your experiences. Your thoughts and energy create your reality,” according to “The Five Principles for Manifesting Your Desires” by HuffPost.

Hannah Cunningham, ORHS school psychologist added a similar sentiment, and said, “thoughts, feelings, and behaviors are all linked. That means that if you have positive, realistic thoughts you are more likely to have positive feelings, which in turn lead to positive behaviors.”

So, here are some key steps to successful manifestation.

Key steps to manifestation

While manifestation has positive benefits, sometimes you are manifesting negativity and don’t realize it. All of our lives, and what is currently happening in our lives, can be tied to our past emotions, thoughts, and ultimately, our decisions.

When individuals have negative thoughts subconsciously or consciously, they are bringing that negativity into their reality. Cunningham explained how this can work, and said, “being in a negative mindset means that you are also likely having negative feelings and negative behaviors. For example, if your thought is “I am going to fail this test,” you are likely to feel unmotivated and not spend much time studying.” Because of this, an element of manifestation is to be consciously aware of the thoughts you are having, and how they are affecting your reality. If you intentionally go into situations with a good mindset, you will see positive things occur in your life.

Although, for some, it’s not easy to have a positive mindset for all situations. If you’re stuck feeling like you are trying to be positive but are surrounded by negativity in your home, workplace, etc., in some circumstances it might be because you attracted that negativity. Or, the problem is that you are choosing to focus on the fact that you’re surrounded by negativity. However, it’s not to say you can’t get out of that, it might just be a mindset change. One tactic of manifestation to achieve this is bedtime reprogramming. According to “How to Manifest What You Want: Manifestation Techniques” by Thrive Global, we might be manifesting bad things by having off-handed negative thoughts, and may not even realize it. This is even more reason to be intentional in your thinking. According to Dr. Bruce Lipton, our subconscious mind is in an ideal state to take in new information when functioning at

the vibrational frequency of theta, which is as we go from waking to sleeping, and vice versa. “What I do is I read my paragraph out loud about what I want to happen before I go to sleep so it will be in my mind as I’m falling asleep. I also read it out loud first thing after I wake up so I’m setting my intention for the day and so it’s the first thing I’m thinking about,” said Ferris.

If during these periods of time in our day, we think or speak our goals or positive self-affirmations, our brain can effectively take those in and rework our belief system to hopefully make our thoughts a reality.

Be specific and have a clear idea of how you will get what you manifest

According to “Manifestation 101” by manifestation blogger Kelsey Aida, to begin, you must be clear on what you want. The more specific, the better. If it’s something tangible like “being rich,” attach a dollar amount, and a time frame, and have a reason why you desire that. Then, you focus your attention on it by putting the present moment aside and focusing on the future. If you want to have ‘x’ amount of money and are focusing

on how you are struggling financially at that moment, you are still exuding negative energy, and then will still receive that. It’s obvious that if you have no money and manifest money, and don’t do anything to try to get money, it will not magically appear. However, manifestation can help you get that money. “Writing down goals can help you achieve them. Putting pen to paper (or finger to phone screen) can make your objectives clearer as well as increase commitment to those goals. It reminds you that you are serious about reaching that goal and writing it down encodes that message in your brain,” shared Cunningham.

Although Cunningham mentioned goals broadly, manifesting and goal setting are two different things. Manifesting is when you attract the energy you put out, in simple terms. Yes, it may involve a long-term goal, but that hope is achieved by putting out positive energy that you will accomplish the task. Goal setting is more like having a goal in mind, then just doing the work to achieve that goal. It can involve positive energy, but is more so just doing the steps to carry out the goal, and doesn’t normally involve other aspects like thinking with intention or manifesting it by writing it out five times a day.

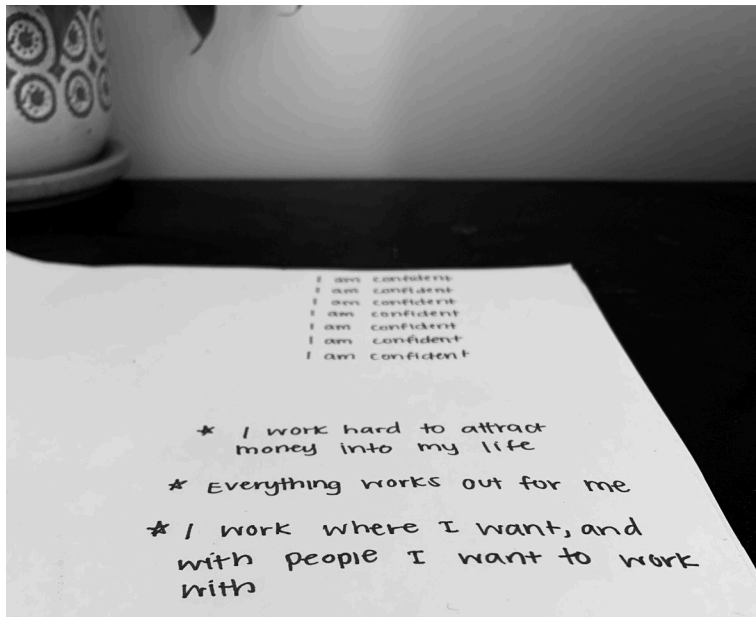
ing about these goals often can help you believe it,” said Hatfield. When you want something to happen, you must think about it a lot, and act as if it has already been achieved. By doing this, you will consciously, and subconsciously, take steps to get there. A similar approach some people take is the 55x5 method, where they write down a desire 55 times for five days in a row. Others may take the approach of long-term manifestation, and write where they want to be in three months, six months, and one year. This approach of manifesting small milestones with a large

overhead hope to manifest can be beneficial. “Creating small, realistic checkpoints that lead towards your final goal will make it more manageable. For example, if you want to run five miles it helps by running one, then increasing to two, then three...all the way up to five. If you go out and try to run five miles immediately, you may feel discouraged and are less likely to continue to reach for that goal.” With manifestation, you may manifest things along the way like Cunningham described, and ultimately manifest where you want to be long-term.

Along the same lines of the 55x5 method, another popular one is the 3, 6, 9 method,

where you write out your intention three times in the morning, six in the afternoon, and nine in the evening to keep reminding yourself of your intention at different points throughout the day. If writing down an intention isn’t for you, a vision board may be more appealing. With a vision board, you can pull things like quotes and images together and see what it would look like to get what you desire, and this is a great visualization technique.

These are just some methods of manifestation, and what works for one person may not work for another. Even if you don’t get all the money you desire after six months of manifesting it, or if you still don’t develop the friendships you were manifesting, it can still positively impact you. Ferris agreed, and said, “even if manifestation is a joke [for some] and doesn’t actually work, I am taking steps towards what I want to do and thinking constantly about what I want my future to look like. I’m going to be making decisions based on these facts and even if my manifestation doesn’t come true, I still would have tried. I would rather have tried everything to have my dreams come true than just settle for something comfortable and familiar.” As Ferris mentioned, manifestation is a practice that if nothing else, can help you focus on more positivity and being more intentional in your daily life. And if you manifested being rich, and now you are, that’s great too.



Popular methods

“Some methods I have learned can be through journaling (writing things over and over), but it is important to put it in a tense like you already have it. For example, it’s not ‘I want all A’s,’ it’s ‘I have all A’s.’ Also, just keeping them on your mind and think-

-Holly Reid **M**

Underneath the Stars

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Why You Should Stargaze

"I find a calmness in being under the stars. In this over scheduled, hyper busy life we live these days, you just need to have some time for peace and calm. For me that's time under the stars," said Joe Dechene, Vice President of the New Hampshire Astronomical Society (NHAS).

Looking at the stars leads to a way to relax and gain perspective of ourselves and the universe. Along with helping you relax, stargazing offers a plethora of benefits. For example, stargazing also allows an opportunity to learn something new from a universe that is ever changing and expanding, there's always something new to discover and research. Among the benefits, there are also multiple different ways to stargaze such as through telescopes, binoculars, apps, and charts that not only let you view the sky with magnification, but allows you the opportunity to further your knowledge on the night sky.

For people who have been stargazing for years, they always find a reason to go back and look again, even if they aren't re-searching the stars.

Cordelia Barnet ('21) has always been intrigued by the stars and night sky. She finds it relaxing to get some

time outside and watch the sky. "It's very calming. It allows me to get some alone time because it's very busy in my house all the time, so it's nice to just go outside and relax and put on some calm music," said Barnet. She is not alone in her interests in the night sky and the relaxation that comes with it.

Sara Cathey, a science teacher at ORHS who teaches an astronomy class, said, "I love stargazing because I find it very relaxing and I like thinking about how far away everything is. I like successfully finding and identifying objects in the night sky, and I am always looking forward to learning about, and finding, new objects [in space]."

Since Cathey enjoys stargazing, she assigns it as homework for

students in her astronomy class. She gives them specific objects to look for in the sky and they take notes and record what they see.

"I started doing this when I began teaching astronomy 7 years ago. Students benefit from it by learning something new, and hopefully getting a little bit inspired too," said Cathey.

As Cathey mentioned, there are endless things to learn about and find in the sky besides stars, and as Dechene put it, the sky is not static. "If I go out and see the stars tonight and I go out six months from now, the sky will be very different. There are things happening in the sky all

the time and they're really, really cool. Like comets, novas, oppo-

sitions, conjunctions, variable star activity, eclipses, and meteor showers, the sky is constantly changing [...] you also gain perspective on distances and how big things are and how fast they're going when you can actually see it in action," said Dechene.

For viewing the night sky and searching for some of the objects in space, there are options like telescopes and star maps. There are

people like Dechene who make their own telescopes, but if you prefer, or are interested in looking through telescopes without buying or

making one, there are also plenty of opportunities to do so. Part of Dechene's work with the NHAS was donating telescopes to libraries across New Hampshire, and they can be checked out like a book. Some libraries also have star maps that can be checked out as well.

Another program the NHAS offers is a skywatch. Skywatches are usually through schools or events set up by the NHAS and they set up multiple telescopes aimed at different things in the night sky and allow people to look through them. The people at the NHAS are also there to educate people about what they're seeing through telescopes and about the equipment they use. Dechene said, "we've had to tone things down a bit because of



The Andromeda Galaxy

"Stargazing tends to be quality time, not wasted time."

COVID obviously with public gatherings and things like that, but as the restrictions get lifted and people get their vaccines, we'll do more [sky-watches] and we'll show you the coolest things. Things that you may have seen in textbooks or on the web, and we can show you those actual objects in real life."

If you're looking for another method of stargazing, Dechene recommended a pair of binoculars for magnification. You can also view some of these things with your naked eye.

When Dechene started looking closer at the sky, he used a pair of binoculars. "The first time I aimed them at the night sky I was just utterly amazed because for as many stars you can see with your eyes, the binoculars show you a lot more stars. You can just cruise around the night sky for years with just binoculars and a star chart and see a bunch of items," he said.

As far as other equipment goes for stargazing, Dechene sug-



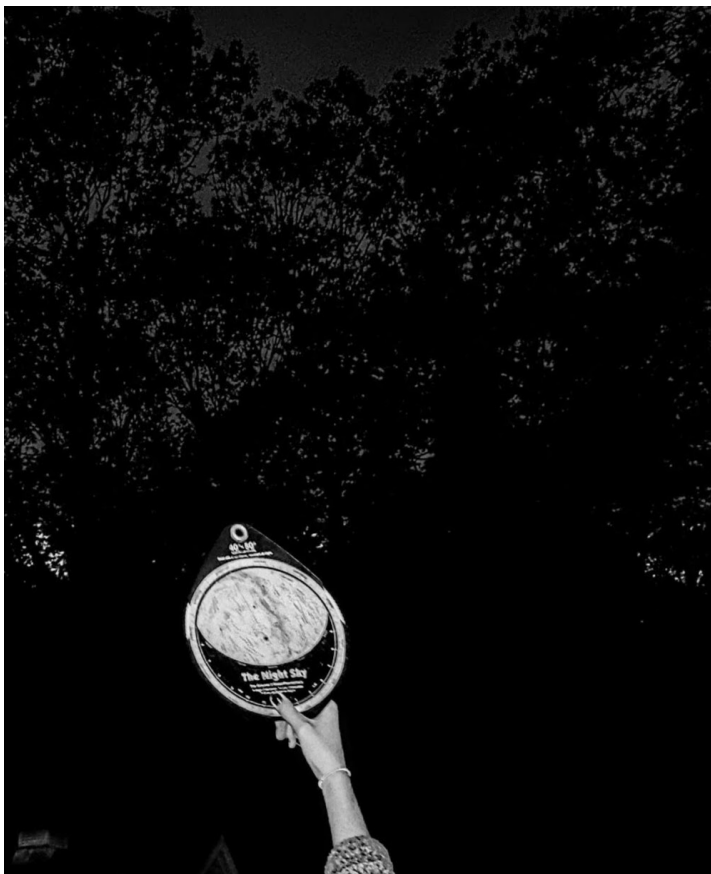
A skywatch from an event in Nashua, NH

gested a star map which Cathey also offers her students to use for their assignments. Star maps are glow in the dark, rotating maps of constellations and stars with coordinates and a compass. You can also adjust the date on the map by spinning it and the map then shows what the night sky looks like for that day. There are star map apps that can be an alternative to buying or borrowing one.


In order to get an optimal stargazing experience, the best places to go are away from downtown areas or places where there is a lot of light. Light pollution causes the night sky to be obstructed by foreign light sources and makes the stars hardly visible. For some local places to set up shop and stargaze, Cathey said, "pick a spot that is dark, comfortable, and has a large view of the sky. A field is perfect." One field she mentioned was Tibbetts Field in Madbury.

Aside from fields, Barnet suggested stargazing from home. "Open fields could be fun, but there aren't a lot in New Hampshire, so I just go out on my deck. One time I [went stargazing] in the pool which was really fun. If you put your ears right underwater, float, and see the stars, or sometimes you can have someone pull your feet and tug you around which is also really fun," she said.

For those who are looking to either pick up a new hobby or just want to go outside and look up at the sky, stargazing is free and offers countless things to look at and learn about. For Cathey, she suggests people to learn something new and share it with friends and family. "Stargazing tends to be quality time, not wasted time," said Cathey. With that said, being underneath the stars gives you the benefits and opportunities to get some time outdoors and relax, and maybe you'll learn or see something new.



Barnet's star map

-Ari Antonelli 
Gate City Images by Joe Dechene

The High Price of Fast Fashion

-The effects of fast fashion-

Fashion Designer Vivienne Westwood once said, “Buy less. Choose well. Make it last. Quality, not quantity. Everybody’s buying far too many clothes.”

Although Westwood said this in 2013, her wise words still apply today. Fast fashion, the mass production of clothing at an inexpensive price, has become more popular than ever in recent years. The low prices that the clothing is advertised at is attractive to consumers, so they choose not to acknowledge the low quality, environmental and inhumane costs that come along with it. According to “Fast Fashion” from Investopedia, fast fashion production is estimated to grow 7% by 2023. This increase is concerning if you consider the

detrimental effects of fast fashion on the environment, human rights, and wasteful consumer behavior. A former MOR member, Eleanor Zwart, wrote a similar article about second-hand clothing a couple years ago. However, in this article, I hope to give you insight on the actual effects of fast fashion and ways to shift to more sustainable consumerism. Many Oyster River community members are passionate about educating others on fast fashion and its alternatives, so continue reading to hear from them.

Evy Ashburner (‘22) explained the initial rise and intent of fast fashion. “During the 1930’s, 50’s, and 60’s was the start of fast fashion and ‘off the rack’ clothing was becoming popular. During the 1950’s we saw the 4 season clothing becoming a thing, like winter, summer, fall, and spring clothes, so there’s only 4 changes [to a clothing line] in a year.” She continued, “but the fashion industry continued to change and become bigger and bigger so we see trends going in and out of style faster, and in the 90’s the 4 season clothing turned into 6 season clothing leading...over the decades, the fashion trend cycle and seasons have gotten short and shorter and fast fashion was built from this.” Companies essentially created the concept of fast fashion to keep up with the short trend cycles as well as produce massive amounts of cloth-

ing to suffice for all consumers of it. Ashburner also similarly summarizes, “fast fashion is the trend cycle and how quickly it’s [clothing] made to keep up with that cycle.”

According to “Fast Fashion Explained” from Vox, the leading companies in fast fashion, such as H&M and Zara, feed into environmentally unfriendly and fast manufacturing practices like Asburner mentioned. These companies manufacture clothing at a quick pace to meet consumer demand. For example, in 2012, Zara was able to design, produce, and deliver a new garment in just 2 weeks, Forever 21 in 6 weeks, and H&M in 8 weeks. And as of 2020, most fast fashion companies are able to put out

40 new pieces of clothing a week. The fast turnaround for clothing production leads to obscene amounts of waste whether it’s actual materials or carbon emissions.

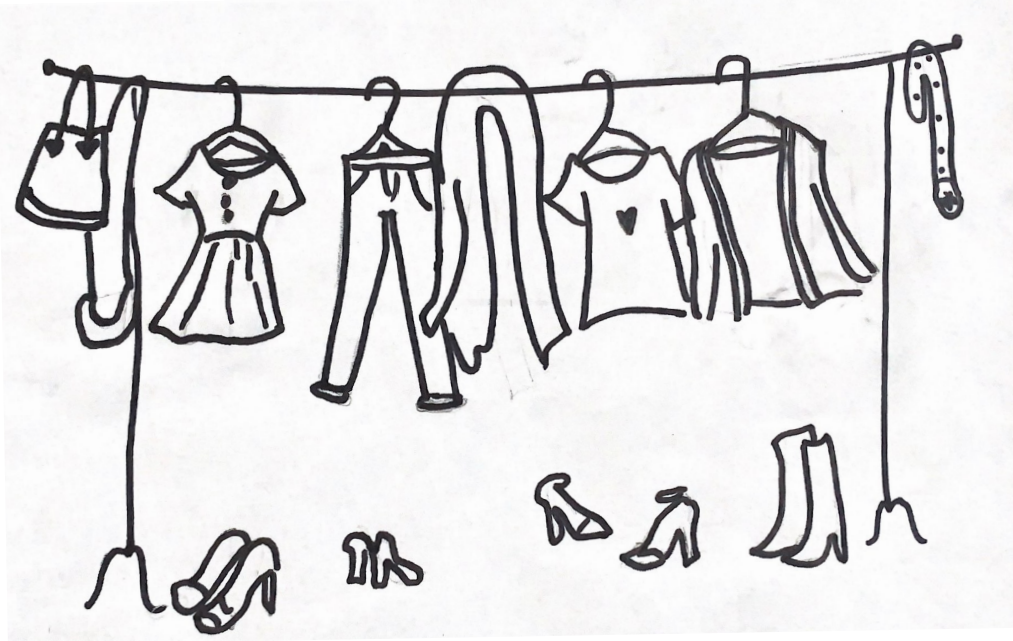
However, Zara and H&M are not the only companies that produce trend-cycle based clothing. Many of our favorite inex-

pensive clothing

brands such as Shein, Fashion Nova, Zaful, and Boohoo, are all guilty of producing fast fashion.

Now, why exactly are these companies “bad” for giving in to fast fashion? Fast fashion production takes an unbelievable toll on the environment. According to an article called “The fashion industry emits more carbon than international flights and maritime shipping combined. Here are the biggest ways it impacts the planet: from Business Insider, fast fashion makes up 10% of global carbon emissions. At this rate, the carbon emissions coming from fast fashion is estimated to increase to 26% by 2050 leading to the severity of global warming to increase as well.

As for the actual production of fast fashion, the Quantis International report from 2018 took note of three main drivers to the fashion industry’s global pollution. The study showed that the biggest contributors were dyeing, yarn preparation, and fiber



production. The study also found that fiber production had a huge impact on freshwater withdrawal and water waste.

To understand exactly how much water waste we are talking about, according to “Fast Fashion Explained” from Vox, the fast fashion industry is the second largest consumer of water, requiring about 700 gallons of water to produce one cotton shirt. Although not considered a non-renewable resource, it’s still crucial to conserve water whenever possible. However, fast fashion companies clearly don’t feel the same way. Additionally, many brands use synthetic fibers like polyester and nylon which take hundreds of years to biodegrade. The process of also making these fibers into textiles is an energy-intensive process that requires petroleum which is dangerous to the workers unsustainable.

Another negative byproduct of fast fashion is human rights. According to an article called “By the Numbers: The Economic, Social, and Environmental Impacts of Fast Fashion” from the World Resources Institute, 80% of apparel is made by young women between the ages of 18-24. A 2018 Department of Labor report found evidence of forced and child labor in the fashion industry in many different countries. Forced labor includes things like physical violence, restriction on workers’ freedom, and withholding their wages. The rapid production of clothing with no regard to human welfare signifies the importance of sales and profits to these companies.

Ashburner says, It’s important to realize that \$5 for an entire set [of clothing] is just not realistic and you should be cautious buying [firsthand] clothes that are under \$3-5...I’ve taken a couple sewing classes and I know the process of sewing a garment. I’ve sewed a couple dresses and it’s really difficult. Sewing is not something that happens really fast, it takes a lot of time.”

Based on Ashburner’s experience sewing a garment, the production of clothing is clearly laborious and timely. Clothing factory workers should be receiving wages equivalent to their time and hardwork in livable conditions which is not the case in many clothing factories.

Sustainability Coordinator of ORHS Maggie Morrison expanded on this and said, “as a consumer, it’s important to think through who made that [piece of clothing] and educate yourself on the working conditions and recognize that there is a human cost to you having inexpensive clothing...there are so many other hidden costs to fast fashion.”

We’ve established that fast fashion is harmful to the environment and uses unethical practices, but it also drives wasteful human behavior. Many fast fashion companies sell their clothing at extremely low prices. Ashburner said, “you can probably buy a whole outfit under \$7 dollars.” Poor and cheap quality materials are the cause of these low prices which many consumers don’t

realize. However, once they buy a shirt and it rips within a month, that shirt is going straight to the trash, as its condition is probably not good enough for second hand use. Because the shirt was purchased for so little, consumers also don’t feel as guilty for simply throwing it away and will continue this behavior in the future. Additionally, if an article of clothing is no longer trending, fast fashion consumers are quick to discard it and buy the newer and trendier clothing that is being advertised by fast fashion companies. This eventually leads to a cycle of unnecessary waste from just clothing.

Now that we’ve gone over the environmental and humane effects of fast fashion, why would people continue to purchase from those companies? The extremely low prices are attractive to consumers who want to buy as much trendy clothing as they can afford. Sarzosa spoke on this, “for economic reasons, it’s [fast fashion] a more affordable option for many but I’ve seen people on

TikTok brag about making SHEIN [a popular fast fashion company] orders that are over a \$100 and I think that if they’re able to spend that much money on their purchase, why couldn’t they have spent it on a smarter and more ethical brand?”

Fortunately, a good amount of consumers are shifting their attention and buying from

more sustainable and ethical brands when financially possible. Some of the leading brands right now are Patagonia and Reformation, but many companies are on the rise of becoming 100% eco-friendly in upcoming years. To find out whether a brand is sustainable or not, simply reading the “About” section on their website is a good place to start. Look for information on the materials they use for their clothing (100% organic cotton, recycled cotton, recycled polyester, etc), the labor laws (if not available, the store is most likely not abiding by them), and their future plans for becoming more eco-friendly. Another helpful resource is the website Remake where you can search your favorite brands and learn whether or not they are truly eco-friendly.

Sofia Sarzosa (‘22) explained what to look out for while trying to purchase sustainable clothing. She said, “when looking for alternative stores, it is important to also check if the brand may be greenwashing.” According to Oxford Dictionary, Greenwashing is the term for when a company presents itself as environmentally responsible when in reality they aren’t. Greenwashing can also include when a company claims to be sustainable but doesn’t abide any labor laws and regulations.

Ashburner gave an example of this. “H&M recently announced they were becoming more eco-friendly by using better materials for their products but actually it was found that they still use forced labor and things like that.”



However, the brands I listed above, like Patagonia, are on the expensive side, which many people cannot afford to buy from frequently. For those in that situation, Ashburner suggests buying from thrift stores. She said, “ I think it [thrifting] is really awesome because it shows that ‘being trendy’ isn’t necessarily buying from big brands...instead it [being trendy] can be sustainable and affordable.” She continued, “thrifting is a great way to find sustainable, inexpensive, and also really unique and personalized things.”

and with our generation specifically, people are being more perceptive to how we’re harming the environment, but it’s still difficult to have people stop supporting their favorite brands like Nike, Zara, Urban Outfitters, and all those other big players. Consumer habits and the mindset to ‘buy in bulk’ need to change for people to be less wasteful and think more ethically. Shifting to this mindset and acting upon it isn’t only going to positively impact the environment but

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“As a consumer, it’s important to think through who made that [piece of clothing] and educate yourself on the working conditions and recognize that there is a human cost to you having inexpensive clothing...there are so many other hidden costs to fast fashion.”

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Like Ashburner, Sarzosa also advocates for buying second-hand clothing, “[second-hand clothing] can give you the opportunity to find unique or vintage items.” However she explained the issues that come with the resale industry. “Depop, for example, is extremely popular but in many cases people will use it to make good profit by selling lightly worn items close to or higher than retail value and essentially fuel the buying of disposable clothing once again.”

When thrifting on large online stores like Depop or Thredup, it is important to look out for the sellers that are trying to make profit. This can simply be done through a Google search and finding the item’s original price.

Ashburner also advocated for shopping locally as well, and said, “supporting local business [is really important] and downtown Portsmouth has great boutiques.”

Clearly, there are many alternatives to fast fashion but it’s important to still be cautious to not give into deceiving brands that claim they are sustainable as well as second-hand clothing that’s being sold equal to retail price. However, Sarzosa understands that it’s difficult to switch to a more eco-friendly lifestyle. She said, “in today’s times

eventually also your wallets. According to “How you can help make sustainable fashion more affordable” from Harper’s Bazaar, if people start buying sustainable clothing when they’re able to, it will soon lead to lower prices in a similar manner to what has happened with organic food where average prices are dropping as more certified items are available in stores.

Dropping prices of sustainable clothing takes a nation-wide effort from people who are able to afford it. Obviously, this would be a long-term thing but eventually it would lead to a more sustainable fashion industry that more and more people could afford to support.

This change could begin with you shifting your mindset and making more environmentally responsible decisions when shopping. Like Westwood said, “quality over quantity” is the mindset that people need to achieve in order to make a difference on the planet.

- Bhavana Muppala 
Artwork by Caitrin Ferris

Senior College Commits

The COVID-19 pandemic made college recruiting very difficult this year, something unique to this class of graduating seniors. Many athletic seasons were cancelled, making it hard for some to get recognition in their sport. However, with hard work and determination, these Oyster River athletes will be moving on to play NCAA Division I, II, and III athletics in college. This article will go over their sports careers, how they got to this point and what they're looking forward to in their athletic careers.



Carissa Miller **Softball & Basketball |** **Keene State**

Carissa Miller will be playing both Division III softball and basketball at Keene State College in the fall. Miller began playing both of these sports when she was about 6 years old,

because her older siblings played and her dad signed her up. She's stuck with them ever since.

Her siblings have also been large influences for her. Her brother, Kyle, is a year older than her, and according to Miller, they were always super competitive when it came to basketball. "My dad would sign me up to play with the boys team when I was younger, which made me a better player. He would always say "if you want to be the best, you have to play with the best" so I always

played with the boys or with the older girls," said Miller.

Her older sister, Caitlyn, was always someone Miller looked up to for softball. "I grew up watching her play and basically mimicked her as a pitcher. We would practice all the time and she helped me improve. She has always been an influence and role model to me because she has been super successful in high school and college playing softball," she said.

Because she loves both sports so much, she decided to stick with them both in college. Miller explained how growing up, they were always her favorite sports, and she couldn't imagine giving one of them up. Keene State was the perfect place for her to continue with both softball and basketball. "I chose Keene because I loved the campus and especially their sustainability program. I also created a good connection with both the softball and basketball coaches, and I really like their coaching styles. When it came down to it, I could ultimately picture myself at Keene and that's when I committed," said Miller.



Ethan Todd **Lax | Rivier University**

Ethan Todd will be playing Division III Lacrosse at Rivier University in the fall. He began playing when he was in fourth grade, and stuck with it ever since. He tried other sports, but for Todd, none of them ever really

clicked except for lacrosse. He fell in love with the sport and really wanted to continue playing throughout college.

His college search started out with schools that fit him more

academically than athletically. He went through a lot of emails, highlight videos, and tours until he found the right fit at Rivier. "They had the programs I am looking to study, they were the right distance from home, I really liked the campus, and they put a lot of money into athletics. I have also developed a pretty close relationship with my new coach, Coach Delenoy," said Todd.

Todd is very excited and can't wait to continue being a student athlete at Rivier. "I am really excited for the atmosphere and the play level. All the guys on the team are recruited and can play at a high level, and the same thing for the competition. The game moves faster, and I've seen glimpses of it with my club program, but I can't wait," he said.



Charlotte Imperio **Soccer |** **Ramapo College**

Charlotte Imperio will be playing Division III soccer at Ramapo College of New Jersey. She began her soccer journey at around 9 years old when she moved to New Hampshire.

Early on, she felt self conscious about how little she knew about the sport, but that motivated her to work hard and strive to be the best. Because of the high expectations she set for herself, Imperio will now be continuing her soccer career in college.

Imperio shared that she didn't really have any big influences in soccer. Although her coaches were super supportive, she

said her main supporter was her mom. "Even though she didn't understand the sport or what it was, she came to every game and cheered me on and always told me I did a good job regardless if she understood what happened or not," she said.

She chose Ramapo because they had a good program for her to pursue physical therapy on a pre-med track, and the home-like feel it had when she stepped on campus for the first time. She had been talking to the women's soccer coach at Ramapo since her junior year and had interest in the program. Also, being a DIII school, she felt it was perfect for her to continue playing the sport she loves, while primarily focusing on her academics. "DIII is the type of commitment that I feel like I could handle with being on a medical track. I also think DIII is more my play style, but also has the speed and commitment that I like when it comes to soccer," she said.



Maggie Sperry Swimming | UNE

Maggie Sperry will be swimming Division III at the University of New England (UNE). She has always loved being in water, and when she first saw a swim practice for the Otters team, she was sure it was what she wanted

to do. She couldn't imagine her life without swimming, which is why she has chosen to continue the sport in college.

Sperry first began to fill out recruitment forms before the pandemic. Once this school year started, however, she began to speak with the UNE coach over email and zoom meetings. She also went to the campus a few times to meet the coach and some of the team

in person, which she really enjoyed.

She ultimately chose UNE because it was the perfect fit for her academically, geographically, and athletically. She explained how they have a very strong science school with an amazing athletic training program, which is her intended major. She also enjoys the location, with a beautiful campus that is right on the water in Portland Maine. Sperry also really likes the coach and could see herself fitting in well with the team. "For UNE to fit all of my academic needs, have the perfect location, and let me be able to keep doing the sport I love, there's no way I couldn't choose to go there," she said.

Because she loves the school so much, she is super excited to go to UNE as a student athlete. "I can't wait to improve my times and become a better swimmer, but also be a part of the team and have some mentors with upperclassmen as I transition to a new place and start to figure out college life," said Sperry.



Caden Leader Soccer | Saint Anselm College

Caden Leader will be playing Division II soccer at Saint Anselm College this fall. He began playing when he was about 3 or 4 years old, and fell in love with the sport. His parents and

brother also have a natural love for the sport, and have heavily influenced his soccer career.

His older brother Reed, who plays for Saint Anselm as well, has been a huge influence for Leader. "I've always looked up to him,

especially in soccer. I'm very competitive, so I always wanted to be better than him, and that pushed me to work harder and improve a lot," he said. Leader's favorite part of the sport comes from scoring goals and helping out his team.

Because of COVID-19, his recruitment process was made more difficult and was delayed. Leader had to miss his spring season for Seacoast United, and his college showcases and ID camps all got cancelled because of the pandemic. Luckily, he was already in contact with some coaches, and with a great fall season at ORHS this year, he was offered a spot at Saint Anselm. "I obviously love the campus and have had the opportunity to be there a few times. It's in New England, so it's not too far from home, and the size is great for me. I know the coaches and team pretty well from my brother, and have heard great things about it," he said.



Maggie Sylvester Volleyball | Saint Joe's College

Maggie Sylvester will be playing Division III volleyball at Saint Joseph's College. She began playing volleyball in fifth grade because one of her friends from softball played.

She fell in love with the sport and decided to stick with it because it was more exciting to play and at a faster pace than other sports she had played.

Because she enjoyed the sport so much she decided she would want to continue playing in college as well. The coach for Saint

Josephs first reached out after watching Sylvester play in a few tournaments for her club team. They continued to stay in touch for a while because she was interested in playing for the team. After she toured the college and talked to the coach about what it would be like to play for them, she verbally committed just this past winter, and shortly after she signed a contract. "Overall it was a long process because it wasn't just him I was talking to about playing for. It was a lot of emailing but in the long run it was easy," said Sylvester.

She chose Saint Joes because she knew she wanted to go to a smaller school, and it was a good fit academically. Along with this she was friends with a couple people on the team. "I'm excited to play with new people and make the most of the time I have left to play," said Sylvester.



Andy O'Brien XC/Track & Field | Cornell University

Andy O'Brien will be running Division I cross country and track and field at Cornell University. He has been running since elementary school, but began running for a pro-

gram when he got to middle school. He started running because of his mom, who would provide incentives for him to run loops around his block.

O'Briens mom is just one of the major influences in O'Brien's running career. His mom was a professional runner, his dad was a collegiate runner, and his brother is still prospering in his running career. "To grow up with a family of runners around me really shaped me into the runner I am today. Watching them run everyday inspired me to want to run," said O'Brien.

O'Brien had been talking to a few college coaches since his sophomore year, but explained how his junior year was the most important year for him. He performed well and many coaches sent letters reaching out to him. "I chose Cornell because I have always had a dream to go to an Ivy League school. I really clicked with the coach, and they have programs I'm interested in, so I was comfortable making that choice.



Foch Lovejoy Baseball | Endicott College

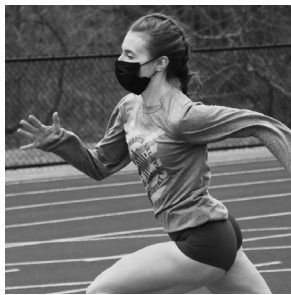
Foch Lovejoy will be playing Division III baseball at Endicott College. He began playing baseball when he was seven years old and he wanted to be a catcher. He really grew to love the sport as he played it more and more, and enjoyed how he would play positions involved

in every play of the game.

Because of his love for the sport Lovejoy has played for many different teams and played in many tournaments. To get him to where he is now, he has had two major influences in the sport. "Logan Carman and Carson Cross are huge influences of mine. Logan is the strength trainer and Carson is the pitching coach at

603 Evolution (the gym Lovejoy goes for for baseball). They were both all-American pitchers in college and they influenced me to work as hard as I do and to keep pushing towards my goals," said Lovejoy.

At the start of his junior year, Lovejoy reached out to a bunch of colleges he was interested in. But once his high school season was cancelled, along with summer tournaments due to the COVID-19 pandemic, his options were much more limited. The NCAA set a recruiting dead period (a period of time in which college coaches couldn't come and watch high school athletes play) on Division I and Division II coaches when this happened and this left only nearby Division III coaches to come and watch Lovejoy play. After talking to coaches and touring a few schools Lovejoy decided to go with Endicott College.



Shealee Dulin Track & Field | Sacred Heart University

Shealee Dulin will be running Division I track and field at Sacred Heart University in the fall. Dulin started running in middle school, because a lot of her friends were running cross country. In sixth grade she decided

to join the cross country team and enjoyed it so much that she decided to join the track team as well. She really got into it because of the feeling she would get after she set a new PR or completed a really hard workout. "I feel like I'm on top of the world. It's like a high that you chase. Once you feel it you crave it. I guess that's how I really got super invested in the sport," said Dulin.

Dulin had a very unique recruitment process than most other athletes. She only had her breakout season during her indoor track season her junior year. Her next two seasons were cancelled

due to the pandemic which made it really hard for her to show college coaches how she had improved. She was talking to some coaches, but they couldn't really do anything for her because she didn't have any really good times from the past year, and she couldn't prove herself due to the cancelation of her seasons. Two nights before she needed to commit to a school, she called the Sacred Heart coach and said if she could run on the team she would go there and she got the spot on the team. "It was very lucky and kind of crazy it worked out like that. It was definitely very informal compared to what it would be like in a non covid world although it all worked itself out.

Now committed to Sacred Heart, she is very excited to continue her running career. "I'm really excited to meet new teammates and be a part of the team. I love my team now, but it'll be nice to train with people who are as invested and serious about the sport as I am and who will push me to become a better athlete," said Dulin.



Owen Fleischer XC/Track & Field | URI

Owen Fleischer will be running Division I cross country and track and field at the University of Rhode Island (URI) in the fall. He began running in 5th grade, when he joined the cross country team. Initially, he

and a few friends joined the team to train for their soccer season. However, he decided to stay with running full time because he "enjoyed getting in wicked good shape and getting faster."

Fleischer has really grown into the sport since, and always has made a point to work as hard as he can to improve. "I love working myself to a point where I can go home and say that none of my competition worked harder than me," he said.

Along with working hard, Fleischer also loves the team aspect of the sport and the many influences he's had that have pushed him to where he is today. "The friendships and bonds I've made through running have definitely been my favorite part about the sport. Andy O'Brien and I have been pushing each other through hardship and training for eight years now and it's really fun to see our chemistry play out on the track," he said.

Fleischer began to get his first letters from coaches during his sophomore year, but his first college visits and meetings with coaches started his junior year. He explained how URI was one of the first schools to reach out to him, and they made it clear that he was valued as both a student and an athlete. Now committed, Fleischer is really excited for what's to come. "URI has a young and talented middle distance program, and I'm really excited to train with them. They dropped some wicked fast times this indoor season, which got me really fired up," he said.

-Ethan Wilson **M**

Images provided by each athlete

ELEPHANTINE BAKERY

Farag grew up in Durham and is an ORHS alum, graduating in 1996. While Farag was passionate about baking at an early age, it wasn't until later in life that he began pursuing that passion. Farag started his professional career by going into finance after earning his masters in business administration. It wasn't until later when he was living and working in Manhattan when Farag realized he felt unfulfilled in his occupation and decided to make a change. Five years later, after baking school



Sherif while studying baking in Paris in 2017.

and internships in Paris, a career change, and a lot of work, Elephantine was born. Now, Elephantine is described as a staple in the Seacoast community by customers.

In 2016, while Farag was living and working in New York, he and his wife were both looking for new opportunities that would pique their interest as they weren't fulfilled by their current jobs. "At the time, my wife Nadine and I were living in New York City, working totally different careers. We had a few weeks off, so we went to Europe where I took a week-long baking course at a school in Paris. At the end of the course, the instructor told me about a program that they were going to be offering in January of 2017. All in all, it was a pretty magical experience," recalled Farag. What was meant to be three weeks turned into a year of pursuing an education in baking.

This program was academic, but also allowed Farag to gain actual experience in a bakery in downtown Paris. He was able to work alongside professional French bakers and learn how he too could eventually start his own bakery. "We had to go to Paris if we were gonna do this," said Farag. By "this," Farag means starting his own bakery. "It's the baking capital of the world." Farag and his wife have used their time overseas in their entire design and inspiration for their bakery. Elephantine's aesthetic is highly influenced by Parisian and other cultures. Customers even say Elephantine's experience transports them to another country. Elephantine's name actually comes from Island in the Nile River, where a 4,000 year old bakery was excavated.

What started as a bakery from their home, has now transformed into opening a storefront in downtown Portsmouth. Over the last five years, Sherif Farag and his wife, Nadine, have learned a lot about both following their passion and well, baking of course. After changing his career path and attending baking school in Paris, Farag has returned to his hometown to become a part of the Durham community once again.



Sherif and Nadine Farag, the owners of Elephantine, pictured above.

While spending time in Paris, Farag and his wife put together a business plan for Elephantine, with hopes of bringing it back home. "I always wanted to open it up in Portsmouth, since I'm originally from this area," explained Farag. "We came back from Paris at the end of 2017, and when we did find a place in the summer of 2018, it took us a few months to set it up properly for the bakery. We then opened up Elephantine in November of 2018." Even before the Portsmouth storefront was open, Farag and his wife operated out of their home in Durham, selling breads and other baked goods to the community. Not only did this help Elephantine build a connection with the Durham community, but it enabled people to watch as the business grew into what it is today.

"Our mission is to be a cornerstone of the community and have the



Elephantine's Portsmouth storefront from outside.

have the opportunity to sort of be the highlight of a person's day. I think having that opportunity where you can really set the tone, both from the product you're serving them and from the impact of the experience you're providing for them. That's a very special and unique opportunity," said Farag. Being able to have a positive impact on his customers and see how his business is playing a role in the community makes Farag's job so much more worth it. And for the



Farag posing with a loaf of bread while studying in Paris in 2017.

customers, Elephantine's products sure have the power to make their day.

It's no surprise that Elephantine is doing so well, according to Stacy Bellabona, who also grew up in Durham and attended ORHS with Farag. "I went from elementary school up to graduating with him, so I've known him for quite some time. He's always just been a wonderful member of the community," said Bellabona. From personally knowing Farag, Bellabona was not surprised with his work ethic. "When he sort of did the classic 'leave your big job in the city' I knew Sherif would be successful because he was such a hard worker, even from the time we were kids."

And for customers like Shannon Brown, all that hard work seems to be paying off, as Brown described Elephantine as second to none when it comes to local bakeries.

"Everything they do is beautiful," said Brown. "Everything that they serve has to be perfected. They don't serve anything until it's been tested,

and tested, and tested. They have a fairly limited menu, but everything's incredible."

Brown has supported Elephantine even before they were open in Portsmouth. Brown would even see Farag's pastries and breads at farmers markets in Durham while they were operating out of their home. Because she's been a customer since the beginning, Brown knows the best things to get from Elephantine. "My favorite item is the poached egg cilbir, which is labneh with some chili oil. Then there is like a parsley remoulade, and then they poach eggs and give you a huge piece of sourdough bread that's been buttered. It is like, I can't even, it's so delicious. My family's favorite is the affoga bread. We also love their baguettes, their croissants, and their coffee is really good," described Brown.

Farag has enjoyed seeing how much people love Elephantine. The support he's received has enabled him to grow his business, making it entirely his own. "It's

just an amazing community. Really supportive of us, particularly after COVID. It was just tremendous to see, and continues to be something that we're very humbled by," said Farag. "We're just really grateful for how much the community rallies behind us. All in all, I think it has been the single most important decision we've ever made, to come back to the Seacoast and start the bakery here."

Over the last two or so years Elephantine has been open, it's apparent that Farag's home community has their back. "I'm so excited for them," said Brown. "They have already become a staple of the Portsmouth community. When you eat there, whether you pick it up or dine there, you feel transported to other places in the world. I think that's hard to do, but they do that through their relationships with people, the type of food they serve, their aesthetic, and their staff."



Pictured is the display case at Elephantine bakery, showing a few of the many baked goods and pastries they offer.



Above is an arrangement of some of the breads and meals Elephantine offers.



French style bread made by Elephantine.

-Chase Amarosa **M**

Photos Taken from the Collection of Elephantine

Address Me As...

A study from the University of Texas at Austin found that using the correct names and pronouns with transgender youth reduces depression and suicidal risks in their article, "Using Chosen Names Reduces Odds of Depression and Suicide in Transgender Youth." The study also found that symptoms of severe depression were lowered by 71%, a 34% decrease of suicidal thoughts, and 65% fewer suicide attempts for people who were able to use and be addressed by their pronouns and name versus people who weren't able to. Pronoun usage is something that affects everyone, including cisgender people, and respecting people's correct pronouns starts with education and allyship.

At ORHS, there are several students who don't identify as cisgender. Anyone whose gender identity corresponds with their

like a scale, with male on one side, female on the other, and non binary in the middle. Where you are on the scale shifts each day, or throughout the day, so sometimes you feel more feminine, and maybe a couple hours later you feel more masculine."

To make sure people know which pronouns to use, Barth-Malone said that one way to help people who are genderfluid or have pronouns that change is to wear something that signifies what pronouns they're using that day. An example he mentioned was a necklace or pair of earrings that symbolizes their pronouns and lets other people know without directly telling them every day.

For students interested in changing their pronouns more officially, the school is offering help.

"It's like wearing a pair of shoes that are too small for a very very long time and then all of a sudden you get a new pair of shoes, and you realize that these are how shoes are supposed to fit you."

sex assigned at birth is cisgender, more commonly referred to as cis. The correlation between gender and pronouns is certainly not black and white. There is a whole spectrum between male and female genders, and the requisite he/him and she/her pronouns. For non-cis students, having the opportunity to change how they're referred to as via their pronouns and name is an important part of securing their identity.

"In your lifetime, you're going to meet people who are gender nonconforming and who are non binary, and understanding their pronouns is very important and a basic form of respect," said Juno Ball ('23), a student who recently came out as non binary.

To help put into perspective what it's like to come out and what it was like after they transitioned, Ball said, "it's kind of like figuring out who you are as a person, but in a very blatant way. All of a sudden there's a huge change where people are calling you by a different name, and at first you're like, 'who's that, wait that's me, I need to answer to that.' It's a big change, but it's like wearing a pair of shoes that are too small for a very, very long time, and then all of a sudden you get a new pair of shoes, and you realize that these are how shoes are supposed to fit you. It's like a breath of fresh air, it's all sorted out. I feel very relieved to be like, 'that's how I'm supposed to feel about gender.'"

Ball went on to mention that they had always felt like something was off with their gender, even before coming out as non binary. They said, "I got it situated and I said I'm non binary and use they/them pronouns, and then it felt more like whenever people call me Juno or use the right pronouns, it's a little feeling of, 'oh yeah, that's me.'"

Sonia Barth-Malone ('23) is a genderfluid student who usually prefers he/they pronouns and describes their gender like a scale. "Genderfluid is really in the name; my gender is fluid, so it changes day to day. A good way that I saw someone describe it is that it's

At ORHS, the counseling department provides the opportunity for non-cis students the chance to change their pronouns from what they were assigned at birth to what they currently go as. Heather Machanoff is a counselor at the high school who described the process of students changing their names or pronouns as a balance of finding what they're comfortable sharing and going from there in steps. "Sometimes it will start with a student saying, 'I'd like to be addressed as...' and change their name to a different name. So in that instance, it's just what their comfort level is sharing with teachers and different people within the building, and the same goes for pronouns. Sometimes students start small, they kind of pick one piece of that very large puzzle to address, and some come in and are ready to go and want to do the whole thing," she said.

Machanoff went on to mention that the next step is getting parental involvement to change names and pronouns in the school system and programs such as Powerschool. She said, "certainly, if a student asks to be called a name other than the name they were given at birth or a different pronoun, we can honor that, but what we can't do is change information in the system or at the state level, we need to have communication with the parents [to change that]. That's the next level if someone wants to change their name officially in the system which can be done."

Machanoff added that even if a student isn't ready to share everything or anything about their transition, counselors do not share that information unless the student says so. "That's information that I'm going to hold onto until they are ready to share. Just by asking [to change it], doesn't mean that that starts the process moving," she said.

For Ball, they had a meeting with their school counselor, Kim Cassamas, to go over getting things changed over. "I had a meeting with Ms. Cassamas about it, and she was just great about

it and we got my name changed very quickly. She just sent an email out to all my teachers explaining the change in name and the change in pronouns, and I don't think I've had a single teacher slip up on my name or pronouns since then, which has been really great. Most of my classmates then saw that it had changed, and just started using the new name and everything, which is great," said Ball.

Although people may remember to use the correct pronouns, sometimes there are mistakes. Machanoff said that the issue of slipping up is all about how you correct yourself afterwards. She said as school counselors, they prepare students for the possibilities of misgendering or using the incorrect pronouns. She said, "often if a teacher uses the wrong pronoun or uses their previous name, they just need to own it and say sorry and that they recognize their mistake and acknowledge that there's a change so the student knows that it's okay to have that change. For the most part, there are a lot of students who, in their peer group, are already using a different name or pronouns, and I think sometimes the teachers pick up on that too so it's kind of a natural progression to have that information shared with them from the student perspective."

Among sharing changes in pronouns through friends and peers, one way of doing so is through social media. On Instagram, Ball posted on their story that they were coming out and changing their name and pronouns. They described that it was a way to spread the information to many people at school without having a conversation with each person. "I think it's really great that social media is kind of normalizing [pronouns] with people, like by

putting pronouns in your bio, and more people are experimenting with their pronouns through this. I know a lot of my cis friends have been really great about it. They were putting pronouns in their bio and everything before I came out which actually made me feel more comfortable coming out to them because I knew that they would be supportive because they've already shown in small ways that they're allies," said Ball.

Barth-Malone also mentioned that they think social media has helped with pronouns. He said, "I think lately in social media it's been helpful when people have their pronouns in their bio. However, I think people put too much pressure on that, especially with content creators, and tend to get upset at them if they don't have

their pronouns in their bio [...] I also feel like cis people try to involve themselves too much where they are primarily the people who get mad if someone doesn't have their pronouns in their bio."

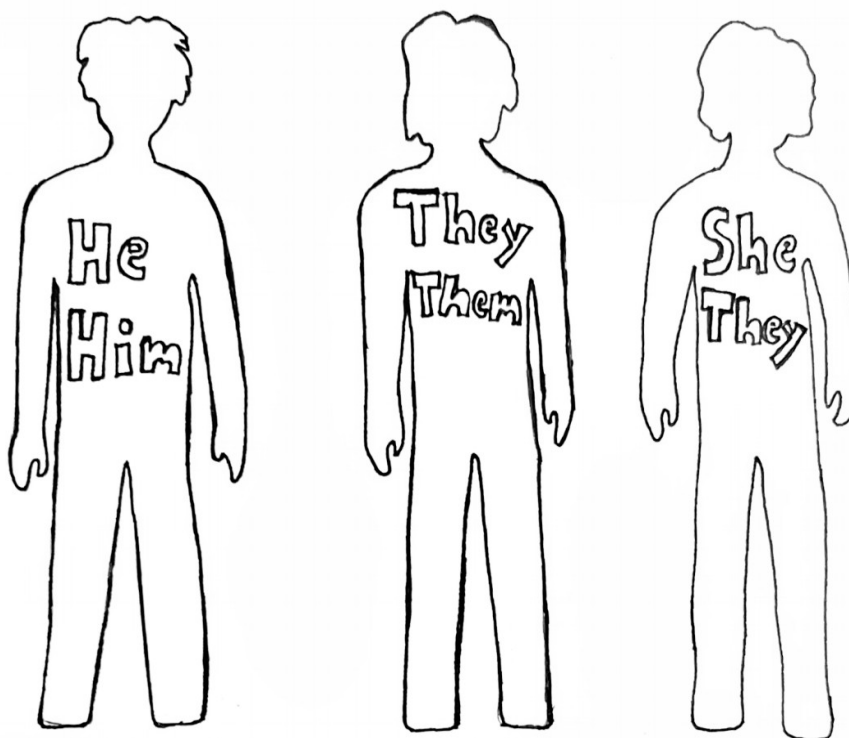
Despite all the support, not everyone has been an ally in both

Ball and Barth-Malone's experiences. Transphobia is still present, even

within ORHS. Barth-Malone mentioned that they had a former classmate message transphobic comments to them. For Ball, some people messaged them saying that they/them pronouns aren't for singular pronoun use, which Ball responded with infographics to disprove those comments.

Machanoff acknowledged that there are certainly benefits to coming out, but that the whole process can be overwhelming. "The most important thing is that they're able to live as their authentic self. It can be a daunting process to think about as a teenager, with all of the things that people think about you and all the judgement you might feel as a person. Along those lines, it feels really good to just be who you are and be comfortable with that and be able to be honest about those things," she said.

Spreading awareness and education on LGBTQ topics saves people's emotional and mental health and Barth-Malone said, "I think that students and teachers should learn more about pronouns, but I think most of them can understand the idea. However, I feel like teaching kids about different genders would be helpful, that way we don't have to explain it every time. As much as I appreciate people being interested in gendering me correctly, I don't want to have to explain what genderfluid is to someone every single time, even just encouraging them to look it up a little bit before asking



someone, because we get tired of being walking information stands about LGBTQ topics."

"If people don't have a ton of experience with pronouns besides he or she, [they should learn]. Even in five minutes, you kind of get the gist of it, and I think that it's a very important thing. Especially as more people are coming out as non binary and gender nonconforming, because in this day and age, this is more of a safe space for that," said Ball.

For information more on transgender experiences, check out Madla Walsh's article about trans students.

- Ari Antonelli 

September Soccer Saturday

..... Save the Date

This year, Oyster River celebrates its 60th anniversary of running a thriving high school soccer program. With 13 state championships under their belt, an event will be hosted in the fall that commemorates the success of past and current Oyster River soccer players.

On September 25th, players, alumni, and parents alike will gather for an all-day event called September Soccer Saturday to celebrate 60 years of boy's soccer and 45 years of girl's soccer at Oyster River High School. The event will provide all alumni of the Oyster River soccer program the opportunity to reunite and make connections with current players. Alumni will also be offered the chance to participate in a game the Friday evening before the main event. The day will be filled with athletic activities, with a soccer clinic for younger players in the morning and girls and boys varsity games against Coe-Brown beginning in the afternoon. In addition to celebrating the achievements of Oyster River soccer, the event will also serve as a major fundraiser for a press box to accompany the new grandstand bleachers.

"The purpose of the event is two-fold. The first and primary is to celebrate soccer at Oyster River for the girls and the boys teams and the first championships they won... Second is to fundraise for the pressbox that we're building behind the stands," said Akan Ekanem, boys varsity soccer coach and contributor to the planning committee. The agenda of the event consists of soccer activities and games spanning all day, beginning with a skills clinic targeting younger players in the community.

Run by the Oyster River girls varsity soccer coach Cyd Scarano and Ekanem, younger players aged 9-14 years interested in improving their soccer skills are invited to attend a youth clinic from 9:00am to 11:00am. The clinic will focus on skills development and will conclude with a small-sided



ed game. Participants and parents are invited to stay for the remainder of the day to enjoy the girls and boys varsity games.

At 2:00pm, the Oyster River girls varsity soccer team will compete against Oyster River's rival, Coe-Brown, on the Oyster River turf field. At 4:00pm, the boys varsity soccer team will do the same. "For the soccer alums that come back, we have carved out time for them to be recognized and be honored in a ceremonial fashion. Before the girls and boys games against Coe-Brown, we will

have all of the [alumni] come onto the field and recognize them for their contributions [to the program]," said Scarano. She continued, saying that "it's a great way to recognize the alumni that have done great things for the school and for [current players] to get to know them a little bit and make some connections."

Alumni will be given the opportunity to reunite as a team on the field while playing under the lights on the Friday night prior to September Soccer Saturday. Charlie Crull, former boys varsity coach, will be running a Friday night mini-tournament called the Alumni Cup. This tournament will include small-sided games with both men and women beginning at 7:00pm. This will provide soccer alumni the chance to reminisce, socialize, and revive the Oyster River team comradery that they shared

"There are a lot of different ways by which current players will benefit from the involvement of some of our alumni."

when they played in their high school years.

Michael Brayton ('71), Oyster River soccer alum, expressed his excitement for this portion of

the event. Looking back, he described that the best part of playing was "really the friendships, when you really get down to it... the camaraderie on the team was really outstanding." Traveling all the way from Sarasota, Florida, Brayton looks forward

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“I think everyone realizes that we were, and still are,
a soccer power and it’s been a consistent program
throughout the years.”

.....



to reconnecting with his teammates that contributed to the Oyster River victory in the state championships of 1968 and 1970. “It’s a chance to see a lot of my old friends that I haven’t seen for a long time,” he said.

With a full itinerary established, Ekenem explained how this will benefit the current soccer program. “There are a lot of different ways by which current players will benefit from the involvement of some of our alumni... it’s great to have alumni that are connected in the sports world [and] they can definitely bring a lot more to bear than just ‘hey we’ll donate.’” With some alumni who pursued their passion for soccer at a collegiate level attending the event, many high school players interested in following the same path may have the opportunity to talk to alumni about their experiences and get advice from them. In addition to advice and stories, alumni may offer connections to universities and recruiters.

Registration for September Soccer Saturday is available via the Google Forms link found on the Oyster River Athletics website. Ekenam said that everyone in the community “who wants to be involved with sports at Oyster River, specifically the soccer program” is welcome and encouraged to attend the event. In addition to the option for general admission to the varsity games, there will be a variety of choices for packages offered in the event registration.

The baseline price for participants choosing to attend the boys and girls varsity soccer games is \$10 per person,

with a \$25 family rate. Attendees will have other options available for purchasing, such as a commemorative package that includes a T-shirt with logos designed by Wolfe Ramsay (‘21) and Elijah Edwards, a memorial coin, and a sticker. T-shirts will also be offered as add-ons for registration for an additional fee. Sandwiches catered by The Works will be offered for pre-order and available during the event starting at 6:00pm. Charge for the morning clinic is \$25 per child and \$5 per additional family member; attendance for the remainder of the event is included in this price.

As of now, September Soccer Saturday is being planned with the assumption that COVID-19 will still be a risk in the fall. Scarano said that the event will be safe and conscious of the risk of COVID-19 spread. “We will definitely be under the guidance of COVID-19 protocols, whatever they may be at the time,” she said.

Paul Bamford, the head organizer of the event, is hopeful for a great turnout for the celebration of 60 years of Oyster River soccer. He said that, “I think everyone realizes that we were, and still are, a soccer power and it’s been a consistent program throughout the years.”

By Laura Slama

Artwork by Wolfe Ramsay and
Elijah Edwards

Here's the Scoop

The Heart-Melting Adventure of Emily and Sadie Finding the Best Ice Cream

The Official Ranking:

1. Golicks
2. Kilwins
3. Beach Plum
4. Lickees and Chewys
5. Dairy Queen
6. Stillwells
7. Dover Delight
8. Just the Wright Place for Ice Cream
9. Wendy's
10. McDonald's

We dined on donuts and we feasted on fries, and as the school year is coming to a close, we thought what better way to dive into summer than with a handy guide of the best ice cream joints in town. If you're unfamiliar with our previous food reviews, make sure to check out more news for both "Donut Mind If I Do" and "French Fries: The Long-awaited Sequel."

This time around, we decided to order the smallest size of the most fun thing on the menu, as we felt the craziest item would be a good representation of the shop's best work.

Let's get into the categories. There were six total categories and the final ranking was an average of all. While all categories were weighted equally, in our eyes, flavor was the most important. This was obviously how we liked the taste of the ice cream, but there were many more factors involved. To score high in the flavor category, the restaurants needed the perfect level of sweetness without being too overwhelming, a strong flavor that matched their marketing claim, and something unique to our taste buds, that you couldn't find in any old tub at the grocery store.

Next up is texture. Texture had to do with a lot of different things, and we decided that to score high in this category, restaurants had to have a thick, creamy ice cream: nothing that could be considered thin or icy. Another part of texture was the incorporated topping, or chunk factor. While not every good ice cream has chunks, every ice cream with chunks is good, so we definitely kept our eyes peeled for ice creams loaded with a bunch of fun and different toppings.

This segues into creativity, which was the biggest factor in picking an ice cream off the menu. We felt that creativity was super important and would much prefer something crazy to just vanilla.

If you are more of a vanilla kind of person, we also made sure to take the next category, variety of options, into consideration, as we wanted to make sure the top-ranked places would have something for everyone.

Up next was visual appeal, which was how good the treat looked before we dug in. Last but not least, was affordability, which took into consideration how "worth it" the ice cream was for the price we paid. Most ice creams ranged from two to five dollars - and we would be happy to pay more, as long as the ice cream was worth it for that price.

Without further ado, here is your guide to the best ice creams in the Seacoast area.

Name	Location	Price (\$)	Texture	Variety	Flavor	Visual	Creativity	Affordability	Average
Golicks	Barrington, NH	3.75	4	5	5	4	5	5	4.6
Kilwins	Portsmouth, NH	3.99	5	4	5	5	5	3	4.5
Beach Plum	Epping, NH	5	4	4	5	4	5	3	4.1
Lickees and Chewys	Dover, NH	2.75	4	4	4	4	3	3	3.6
Dairy Queen	Somersworth, NH	5	4	3	4	3	4	3	3.5
Stillwells	Exeter, NH	3	3	5	3	1	4	4	3.3
Dover Delight	Dover, NH	3.75	3	5	3	3	3	3	3.3
Just the Wright Place for Ice Cream	Stratham, NH	3.9	4	3	3	3	2	3	3
Wendy's	Lee, NH	1.52	4	1	3	1	1	4	2.3
McDonald's	Lee, NH	4.79	2	2	3	1	1	3	2

McDonald's - 2.0

As we started our journey pulling up to McDonald's, our hope that the ice cream machine was functioning was sadly not a guarantee. McDonald's must have known two esteemed food reviewers were in town, as their ice cream machine was, to our surprise, not broken. Due to this great luck, and after a lengthy review of the menu, we decided on, not a Vanilla Cone, not a Hot Fudge Sundae, but on one Oreo McFlurry. We felt that for a fast food place especially, McDonald's had a decent variety where there was certainly something for everyone. For the texture category, this ice cream wasn't necessarily creamy, but very thick which we would much prefer to a thinner ice cream. We did decide we definitely have had better McFlurrys in the past, and that this one in particular had an issue with the Oreos not being mixed in much, which created for a very dry bite on top. That being said, you can't go wrong with a McFlurry, but since this came out to \$4.79, which we thought was pretty high for the amount you get and that McDonald's is known for being cheap fast-food, we may stick with a more affordable menu option next time.



Wendy's - 2.3



The next stop was Wendy's. The selection of flavors was small, being just chocolate and vanilla, so some points got docked for the slim pickings. We ordered a small chocolate Frosty and decided that you got a good amount of ice cream for the price of \$1.52 with about the same amount of ice cream we got from McDonald's. As we all know, a Frosty is a soft serve ice cream like the McFlurry we had just

had, but the Frosty is in its purest form with nothing mixed in. We decided that it had a great creamy texture with an addicting taste that reminded us of the poolside Hoodsie cups from our childhood. Although it didn't look like much, it tasted great and we enjoyed every bite.

Dairy Queen - 3.5

If you hadn't noticed yet, before we got into the local joints of the ice cream world, we knocked off the biggest ice cream names in the fast food industry. In our opinion, the biggest name of them all is none other than Dairy Queen. Needless to say, we had high hopes for DQ, and we can say with confidence that we were not let down. The only food that we love more than donuts, fries, and ice cream would have to be cheesecake, so you wouldn't believe how happy we were to see a Dairy Queen Blizzard titled "New York Cheesecake" on the menu. We thought this was very creative and were happy when the taste lived up to the name. This soft serve ice cream was a cheesecake base, blended with chunks of graham crackers and strawberries. The ice cream itself was nothing to write home about, but the tart strawberries and the sweet graham crackers mixed in made for a perfect balance and left us wanting to go back in for more. This wasn't the most creamy treat, but since texture took the chunk factor into account, DQ scored high in the texture category, as well. While this \$5 treat was more on the pricey side for a fast food restaurant, this probably had a lot to do with the fact that we got such a special flavor, knowing that there are certainly more affordable options on the menu.



Lickees and Chewys - 3.6

Next on the list was Lickees and Chewys in Dover. Now, this was an interesting stop because Lickees and Chewy doesn't just do ice cream. They have tons of candy and chocolate in their store as well. So, when we walked in, even though we had just gone for ice cream, both of us left with candy lining our pockets. Eventually, we were able to pry ourselves away from the candy to look over the ice cream menu. There was a fair amount of selection with some creative flavors and fun names, like "Dirty Water" or the one we settled on "Dinosaur Crunch." It was a fun blue vanilla base with swirls of chocolate sauce and cookie crumbs. It had a great smooth



texture that wasn't chewy or icy and the sauce blended well with the ice cream making for a very enjoyable experience. It was \$2.75 for their smallest size, which was a tiny bit more expensive than some of the other joints because the smallest size was also smaller in comparison. However it seemed that the quality of ice cream was high, so overall the price seemed pretty reasonable.

Dover Delight - 3.3

Like we mentioned in the introduction, we tried to get the most interesting flavors at each place, so imagine our luck when we showed up and we saw a menu with several flavors we had never heard of before. There were no descriptions, so we blind ordered the flavor "Confusion" and oh boy did it live up to its name. We were definitely

confused when it came out. It was a vanilla based ice cream with "everything but the kitchen sink" inside. It included everything from cookie dough to M&Ms. For a price of \$3.75, we got a heaping mound of the sweet treat and we dug right in. Although the confusion flavor wasn't our favorite, as it was more chunks of



mix-ins than ice cream, the ice cream itself was creamy and sweet, although we weren't blown away. They had tons of flavors though, so we may have just gotten a flavor that wasn't up our alley. With a selection like that, however, we're sure there is a flavor there for everyone.

Just the Wright Place for Ice Cream - 3.0

It was a beautiful day when we pulled up to Just The Wright Place For Ice Cream in Straham. This place was cute, and had a small cash-only stand to order and plenty of picnic tables to sit and enjoy. After taking in their medium-sized menu, we decided on one small birthday cake ice cream for \$3.90. As we dug into this treat, our first impression was that the texture was there, knowing that the person working there had the easiest time getting a perfect scoop due to the perfect consistency and creaminess. While the taste was good, it was honestly too sweet for us and tasted more like a can of store bought frosting more than anything else.



Stillwells - 3.3

While Stillwells Ice Cream in Exeter was a bit further than some of the other locations, the drive was certainly worth it. When we arrived on a Monday night at 8:30pm, we knew that the line out the door, while inconvenient, was a good sign that people loved the ice cream here. From the sidewalk, we looked up the

menu and were first impressed by the variety in options, scor-

ing Stillwells a 5 in that category. Once inside, we ordered a German Chocolate Cake ice cream, and were pleased by the large amount for only \$3. This chocolate ice cream was rich and had an authentic cocoa flavor. While the chunks of coconut and pecans were somewhat questionable for ice cream, we were im-



pressed by how well this ice cream stood to its name. The only category Stillwells did poorly on was visual appeal, but we can't blame them - brown ice cream with random chunks is fairly hard to make pretty-looking.

Kilwins - 4.5

Before we say anything else we have to note the fact that Kilwins in Portsmouth smelled by far the best. The rows of chocolates and caramels next to the homemade waffle cones created an awfully appealing aroma that had our mouths watering before we even had our first bit of ice cream. As we looked over the flavors we ended up turning to the employee to ask for his favorite and when he recommended the S'mores flavor, we knew we had asked the right guy. It was 3.99 for their smallest size, it wasn't a ton compared to some of the other places for similar prices, but it was clearly high quality. We could tell by the softness of the texture and the creaminess of the base. It was sweet but not in an overpowering way.

However if you don't like sweet ice cream you might want to steer clear of this one. It was a marshmallow flavor with swirls of chocolate and graham cracker crumbs. We really liked this one. In our quest to get the most fun or interesting flavors, we've not been met with overwhelming success. The flavors either being too crazy or in general just

not up our alley. But we both said we would get this one again, the only downside being the price. We were confident Kilwins would take home the grand title, but for



the small amount for the price we paid, the score in the affordability category hurt Kilwins big time.

Beach Plum - 4.1

As we walked in, we may have been taunted by Beach Plum's large variety of lobster rolls and chicken tenders, but we knew we had a job to complete and booked it to the ice cream area. Taking in the large menu, we decided on a fruity treat, something pretty



different than some of the other ice cream flavors we had ordered - Blueberry Pie. This ice cream was a vanilla base with chunks of blueberry and graham crackers mixed throughout. It was definitely on the sweeter side, but nothing we couldn't handle. Our biggest problem with Beach

Plum, and why they weren't able to score higher on our list, was the price and the amount you get. The kiddie size was \$5, and while you did get a lot of ice cream, we would have preferred less ice cream for a cheaper price. This was a hard hit to the affordability category, leaving Beach Plum right below the top two and us more inclined to check out the chicken tenders next time at Beach Plum.

Golicks - 4.6

We wanted to finish our journey at a classic, a staple, and the place that has given so many of our peers a summer job, the one and only Golick's. Now this was a place that both of us had been many times before, but never like this.

We knew we needed to deviate from our usual orders and try something new that would give us a whole new perspective. So when we looked at the menu and saw that they had a new flavor that tastes like cannolis, we knew that was the choice for us. It was sweet and true to the flavor it said, tasting very



similar to cannolis filling even having bits of the outer shell in the ice cream. We thought the idea was very creative and well done, neither of us had ever had or even heard of cannolis ice cream before but we loved it. With tummies full we are proud to crown Golick's the best ice cream in the Seacoast area.

With this being the last issue of Mouth of the River for the 2020-2021 year, and with the two of us heading off to college, this will unfortunately be the last of our food reviews. However, we can say with 100% certainty that we loved writing these articles and we hoped you liked them as much as we did. Even after this one, where we discover it's a lot easier to eat three donuts in a day, or a couple servings of fries, than to eat a small (that were usually not so small) ice cream at three different places in one afternoon. All of these local places have some great ice cream and we hope that this summer you get to try them out and we hope this helped you discern which your favorites might be. We would like to thank the 2020-2021 MOR staff for all of their donut, fry, and ice cream suggestions, Mr. Kelly for putting up with all of our food reviews, and we'd also like to send our gratitude to the ice cream gods for not making us lactose intolerant.

-Sadie Hackenburg and Emily Hamilton **M**



A Different Perspective

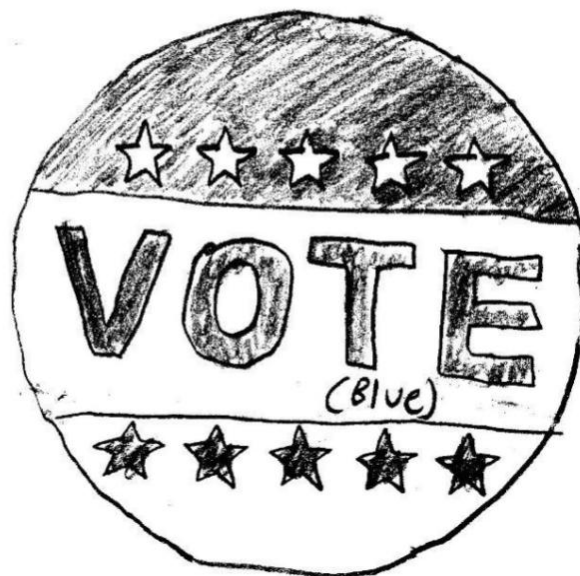
“WE ARE A WELCOMING COMMUNITY. DURHAM, NH,” is displayed on signs all across the town, in an effort to make people feel that they are in a welcoming, accepting community. For the most part, I would agree that I live in a community that is supportive, welcoming, and respectful of all people. However, there seems to be an exception when it comes to those with different political views.

For us students at ORHS who identify as conservative, Republican, or right-leaning, we often hide our beliefs due to the fear that we won’t feel accepted. Many students who do decide to share their opinions are put in uncomfortable situations and are often stereotyped and called “racists, homophobes, sexists, etc.” when in reality, those are false stereotypes. The Oyster River community needs to do a better job of accepting people of all opinions. The fact that I was even nervous to write this article is an example of how difficult it is to have minority political opinions in this community. Throughout high school, I’ve had to hide many of my opinions because I’ve wanted to fit in, and not feel hated.

Personally, I’m not that far right leaning. I support the Black Lives Matter movement, the LGBTQ+ community, and I believe in climate change—most of us Republicans do—but when I express support for the Republican party, people assume I don’t have those views. However, when it comes to other political issues such as healthcare, border control, the minimum wage, etc., I tend to have more conservative opinions. When I have had political discussions with people in the school, I often notice that we recognize the same problems, we just have different opinions on how to solve it.

The basic core values of the Republican Party in the 21st century include lower taxes, free-market capitalism, strong borders, and increased military spending. False stereotypes sometimes shadow these core values. Stereotypes for both the Republican and Democratic parties come from extremists, who are people who are either far right or far left. For example, racism does exist, and there are white supremacists that support the Repub-

Personally, one experience I had during my sophomore year was my breaking point of “I have to hide my opinions.” During spirit week, it was “twin day,” and a few of my classmates (some of which were Democrats) wore “Make American Great Again” hats together. On that day of school, I was punched twice, flipped off multiple times, told to “take that s*** off,” given dirty looks all day, and a girl in my A-period class even started crying because she thought it was a symbol of hate. All this because of



a hat that represents politics. This is a direct example of how this community is not welcoming to students with right-leaning views.

Unfortunately, I’m not the only ORHS student who has experienced this. “I’m a Barrington kid with an older sister who also attended Oyster River High School. She informed me about the strong political views of the community. I learned that I shouldn’t speak about any different ideas because of the

“There really isn’t a time in my day where I find myself to be comfortable sharing my thoughts about politics.” He added, “during my time at Oyster River, I have felt very imposed to share my ideas and thoughts on what I think is right. I act differently around teachers, almost putting on a persona to make sure I don’t get targeted.”

lican party. Because of this, it sets a bad example for the party and some people associate the entire party with these extremists, which creates the false stereotypes. It is important that we ignore these stereotypes and be open-minded.

automatic harsh judgment I was afraid to have associated with my name,” said Libby Cavanaugh (‘21). Nobody should have to

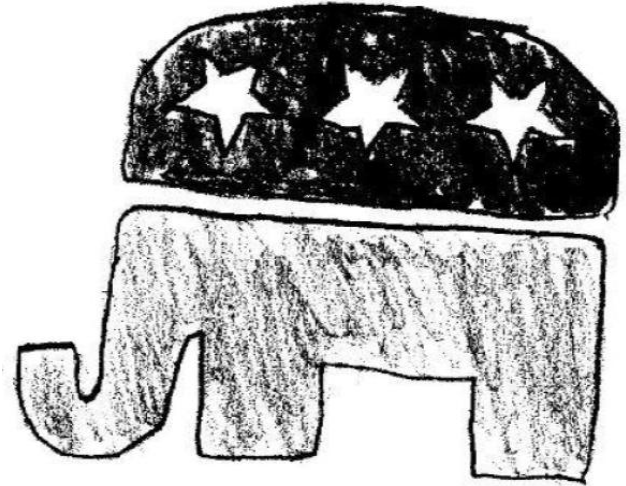
feel that they cannot express themselves because they're scared of being judged. It's very difficult to encourage young people to have their own thoughts and opinions if they get judged for having ones that are different from other people. Isn't that the exact opposite of how we want young people to feel? An important aspect of a public education system is to provide a diversity of ideas and perspectives, while also being challenged to develop one's ideas.

When asked if he's ever faked his political beliefs in order to feel accepted, Brody Neubauer ('22) said, "pretty much every day. There really isn't a time in my day where I find myself to be comfortable sharing my thoughts about politics." He added, "during my time at Oyster River, I have felt very imposed to share my ideas and thoughts on what I think is right. I act differently around teachers, almost putting on a persona to make sure I don't get targeted."

I've experienced multiple occasions in school when I've had to pretend to have liberal views, because I would fear that teachers and classmates would view me as a bad person. In my Citizen Education class, one activity had us randomly partnering with another student and telling them which political party you identify with. This made me uncomfortable, so unless I was paired with someone I knew was republican, my answer was always that I was a democrat.

Ethan Todd has had similar experiences, saying: "naturally if

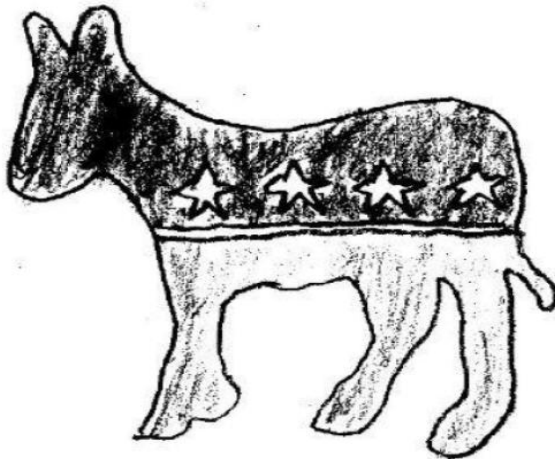
democratic leaders, but not a single republican. The facts they teach are wrong. They would rather us know that the parties "allegedly" switched rather than it was the Republicans who freed the slaves, who defeated Jim crow, and that every time in histo-



ry we have been on the right side. Instead, they cloud that fact because it doesn't fit their narrative. This school does not teach, it indoctrinates."

"I learned that I shouldn't speak about any different ideas because of the automatic harsh judgment I was afraid to have associated with my name."

I'm hanging out with a group of students and they start talking about politics I just pretend to agree with everything they say."



Unfortunately, it's not only students that Todd feels uncomfortable sharing his opinions with. He recalls many moments throughout high school where he felt teachers had implicit bias towards him. "After my teacher showed the film 13th, I voiced my opinion against the film. She then proceeded to call me a product of white supremacy because I did not understand [the people in the film]."

When asked what he feels the school could do better to fix these issues, Todd said, "stop teacher propaganda in class to lower the emphasis the school has on politics." He then elaborated on the propaganda portion, saying, "the decor in teachers' classrooms includes campaign signs from recent elections praising

However, while I am disappointed by how unaccepting our community is of students with right-leaning views, I also believe that students on the right make the same mistakes. In a few discussions I've had with other republican students, they've stereotyped democrats such as calling them "snowflakes" or soft. Some seem to only have right-leaning views and aren't very open minded. I feel that on both sides of the political spectrum in our community, in a general sense people are not open-minded enough and seem to "pick a side and stay with it." I think it's important to challenge our perspectives and always be open to new ideas, especially when we're young.

As we see young people getting more and more involved in politics nowadays, it's important to make sure that they're learning the truth about the values of both sides so that they can make opinions of their own. Oyster River needs to do a better job of accepting right-leaning opinions, because having a diverse set of opinions is important to a community.

I believe that our community should address this problem by trying to teach kids to be more open minded at the elementary and middle school levels. On top of that I believe that our school district needs to do a better job of educating students to not have prejudices against people based on their political opinions. In a time where our country is so divided, it is important to educate our youth to accept ideas they disagree with, be open minded to new ideas, and to have respect for one another. It is until then that we will still be facing these issues in America.

-Alden Swiesz 

Love At First Sip

-Best NH Cafes-

Finals week. The one week of the school year that everyone dreads. Studying or creating a project for almost seven classes that take place or are due all in one week seems like an arduous or even impossible task. However, throughout our highschool years, we've noticed that studying with friends at pleasant locations, like a café, takes a weight off your shoulders. Being in an environment surrounded by people who are all just focused as you to accomplish something is truly motivating and can be more efficient than studying at home alone. So, as finals week approaches, we decided to embark on a quest to find the best cafés to study at, both with friends and individually.

We visited seven local cafés in the Seacoast area that are well-known for being the perfect study spots. We judged each café based on six categories, the first one being price. We asked ourselves, "is the price reasonable for the quality of the food or beverage?" because no one wants to waste five dollars on a soggy croissant. The second criteria was food quality. For those students who like to spend hours at a café, energizing and delicious foods throughout the day is a necessity. We looked at the variety in foods the cafés offered along with portion sizes and how appetizing the food was itself. The third criteria was beverage quality, which we judged similarly to the food. We took note of the range of drinks each café provided and how well they aligned with our preferences. The fourth criteria was the aesthetic of the café. The main reason people choose to study in cafés is for that cozy and homey sensation, so this was something we took note of at each café. The next criteria was the study atmosphere. Although many cafés advertise themselves as the "perfect study spot," many of them actually fail to provide this either because the seating is uncomfortable or noise levels are disruptive. To actually find the perfect study spot, we took into consideration the comfort of the seating, the noise level, and any other distractions. The last criteria was service. When you're already stressed out about a test, you definitely don't need any interactions with an unfriendly staff member so we made sure to observe the service at each café. We also noted how long the wait was at each café to receive our respective food and drinks.

We hope that from these six grading categories, you are able to get a better idea of which cafés to visit next to complete any educational task of yours. And even after finals, these cafés can be utilized the following school year by students but also teachers who enjoy grading papers in a more cozy setting. To learn about helpful study habits for finals week, check out "How to Study Smarter for Exam Season" by Ella Gianino.

#1: 7 North Coffee - 5

Having only received a recommendation to visit 7 North Coffee from a friend, we weren't sure what to expect as we pulled into a parking lot that stretched alongside the Exeter train tracks.

We were surprised as we made our way past the abundant outdoor seating and into the cozy building to find ourselves in a truly aesthetic café. The natural presence of plants scattered along the walls and tables, along with the ambient lighting provided a calming environment to hit the books or study for a major test. There were not many people to fill the many indoor and outdoor seats available, which gave us the impression that this hidden treasure doesn't have too much of a traffic flow: a perfect quiet study atmosphere.

The tables were relatively small, enough space for two students and their laptops at most, so we concluded that the indoor seating would be ideal for studying on your own. The indoor seating included chairs and benches that hugged the walls, and were very comfortable; it seemed like they would remain comfortable during a long-term study session. The outdoor seating provided tables that were slightly more spacious, which would be ideal for students with study groups of three or four people to enjoy visiting this café as the warmer weather rolls in. Because of the variety, extent of seating options, and quiet atmosphere, we rated the study atmosphere as 5 stars.

The quality of the food and beverages were equally as satisfying as the atmosphere. We ordered a french toast muffin, a coffee cake muffin, and a hot chai latte. We were obsessed with how fluffy, yet moist the muffins were, and how perfectly crisp the outside was without being burnt. We agreed that if we spent the day studying there, it would be difficult to resist eating their whole stock of fresh and homemade baked goods. Along with these otherworldly muffins, 7 North Coffee also offers fresh cookies and croissants. We couldn't believe that such extraordinary food was offered at an equally great price; we had only spent \$7.50 in total.

The chai tea latte was delicious as well: the sweetness was present but not overwhelming and there was a perfect balance of milk and flavor. These were the perfect light snacks and beverages to accompany a morning of study. The service at this café was our favorite of the locations, as the staff was very friendly and they were interested in knowing more about us. Because they seemed to want to know more about their customers, it made us feel very welcome. They were also quick to prepare our order and offered to bring it out to us if we decided to sit outdoors. From its peaceful study atmosphere to incredible food, this location truly deserves a perfect score.

Price
★★★★★
Food Quality
★★★★★
Beverage Quality
★★★★★
Aesthetic
★★★★★
Study
Atmosphere
★★★★★
Service
★★★★★



#2: Flight Coffee Co. - 4.6

About a 15 minute drive from Durham, Flight Coffee Co. was last on our list of cafés to visit. The location was very convenient, as it was only a short walk from our parking spot along the slots of downtown Dover to this café on the corner.

As we stepped inside, we immediately noticed the adults immersed in their laptops and students buried in their books and binders. This café was the most spacious of the seven that we had visited, and had the greatest diversity of table sizes and seating. There were smaller tables for individual or double study spread throughout the main room, along with larger tables behind the order counter that could be filled by about six people. Unique to this café, there were also couches available, each accompanied by a larger table; this would be ideal for comfort if you were planning to study for a longer period of time. Only indoor seating was offered.

The café was relatively quiet, other than the background music from the stereo in the corner and the sounds of busy staff preparing orders; despite these distractions, we decided that this noise could easily be drowned out by earbuds.

This café adopted a natural aesthetic, with wooden floors and counters, hanging potted plants, and chalkboards filled with handwritten messages, drawings, and menus. Flight Coffee Co. has a unique natural and boutique-y style and provides a calming atmosphere to study.

The staff was very friendly and were willing to answer all of our questions. When asked, they informed us that all of their bagels, sandwiches, and vegan breakfast bars are homemade, and that the rest of their baked goods are sourced from bakeries in the Seacoast community. We loved the variety of food and beverages offered and decided that if we were to spend the day studying there, we couldn't exhaust all of our options for study snacks. After considering our choices, we decided to buy an iced chai, a rosemary and sea salt bagel with plain cream cheese, a "Made in the Shade" bagel, and a black coffee.

The service was quick and thoughtful, even despite the line of to-go orders they had to prepare at the same time. The breakfast sandwiches and bowls were on the expensive side, as the total was \$16.50, but the quality of food was unmatched compared to the other places we visited. The rosemary and sea salt bagel was delicious, with just enough salt and herb to balance the amount of fluffy, perfectly toasted bread; the cream cheese was warm and smooth, which we enjoyed as opposed to other places that provide a warm bagel and cold cream cheese. The "Made in the Shade" breakfast bagel consisted of freshly made pesto, grilled tomato, pickled veggies, garlic, hummus, and greens. We fell in love with it at first bite. The flavors of the sauces and veggies were extremely balanced and they complemented each other well. The bagel itself was served warm and crispy which married well with the softer veggies on the inside.

The black coffee matched the standard of the breakfast bagel, as it was strong and had an unexpected but enjoyable fruity flavor to it. Where we agreed that the food was phenomenal, the chai seemed to lack the amount of sweetness that we were expecting. Overall, we agreed that the study snacks complimented the perfect quiet atmosphere that Flight Coffee Co. provided.

- Price ★★★★★
- Food Quality ★★★★★
- Beverage Quality ★★★★★
- Aesthetic ★★★★★
- Study ★★★★★
- Atmosphere ★★★★★
- Service ★★★★★



#3: Emery Farm (tie) - 4.3

Emery Farm is a popular destination for brunch-goers in the Durham community, but many may overlook this café as a potential study spot. With their great food and pleasant environment for outdoor seating, this location is perfect for those who enjoy the fresh air while they hit the books.

The outdoor benches are perfect for smaller and larger study groups, as they are spacious enough for about six people. Not only is the outdoor study atmosphere aesthetic in itself, with a view of the blueberry fields and farm animals, but the indoor part of the market is boutique-y and offers locally grown and organic food and commodities, including popular brands like Annabelle's Ice Cream and White Heron Coffee & Tea. They offer a wide variety of breakfast and lunch food, including delicious homemade bagels (and cream cheese!), coffee, sandwiches, and baked goods; all are great options to munch on during an intense study session.

Because we had visited this location in the past, we could confirm that the service is always amazing; the staff are always interested in knowing about their customers and consistently greet people with a warm smile.

We ordered fresh-baked blueberry donuts, a black coffee, and a "Mood" organic hemp-infused tea. The total cost of \$17.00 was higher than expected because the hemp tea was a brand-name. We had differing opinions on the quality of the donuts; though we both enjoyed that the donut was heavily rolled in sugar, we debated on the strength of the blueberry flavor within the fried dessert. We ultimately agreed that the lighter berry flavor of the donut could either be appealing to you, or not- it depends entirely on your preferences. The flavors of black coffee paired with the tart donut complimented each other perfectly. The coffee was unlike anything we've ever had before! It had a fruity and refreshing aftertaste. It was definitely the perfect beverage for an early morning pick-me-up to grind out any task.

- Price ★★★★★
- Food Quality ★★★★★
- Beverage Quality ★★★★★
- Aesthetic ★★★★★
- Study ★★★★★
- Atmosphere ★★★★★
- Service ★★★★★



#3: Elephantine Bakery (tie) - 4.3

Located in Portsmouth, Elephantine Bakery was another café we had high hopes for. Just seconds after walking around the corner it was located in, we were blown away by its beauty. Due to COVID-19, they are currently an outdoor café, but we were extremely impressed by how inviting the outdoor seating was.

The elegant white tables with simple lights hanging above them were perfect for an evening study session. The tables were also large enough for at least 3 to 4 people to sit at and work comfortably. The chairs at this location were our favorite of all the locations; they were semi-circle shaped chairs with cushioning, which would be suitable for long study days. We also appreciated how the café wasn't completely closed off from the road because people-watching throughout the day can be a nice break from intense studying. Our only concern with Elephantine was the rush. We had fortunately caught them at a calm time, but during our previous visits, Elephantine was a busy café with long lines and a slightly inconvenient noise level. During those busy days, the six tables placed outside are usually occupied. However, after tasting their food, we completely understood the usual rush of business at the café.

After scrolling through their online menu for a couple minutes, we decided on an orange blossom baklava and an almond croissant which totalled a cost of \$10.50. We had originally thought the price for each of the items was expensive but after seeing the portions placed in front of us, we decided that the prices were worth the quality.

We appreciated that the service was quick and that the baristas were very friendly. From the first glance at our food, we were obsessed with the presentation and did not waste any time to indulge. The almond croissant was one of the best croissants we had ever had. It was crispy on the outside and fluffy on the inside, and was packed with a strong but not overwhelming flavor of almond. The orange blossom baklava was prepared perfectly, with many flakey layers and a delicious classic greek taste with a twist of orange flavor.

However, if you don't enjoy baked goods, Elephantine has a huge variety of more savory and filling meals, like their "Lamb Kofta Pita" or "Egg Simit." A favorite among many brunch-goers is their fresh, handmade bread that can be ordered to-go and used for a variety of home meals. Based on our past visits, we highly recommend their fougasse bread.

Their selection in beverages is also wide and appealing. They have the basics like lattes, chai, and hot chocolate, but also drinks we've never heard of, like a cortado and a café au lait. Elephantine was an amazing experience and has proven to accommodate for anyone's tastes. We will definitely be going back soon!

Price	★★★★☆
Food Quality	★★★★★
Beverage Quality	★★★★★
Aesthetic	★★★★☆
Study	★★★★★
Atmosphere	★★★★☆
Service	★★★★★



#4: The Goods (tie) - 4

Just a short walk from Elephantine was another popular spot: The Goods. This temporary outdoor café (due to COVID) struck our attention, as the seating was attractive and comfortable. Many others seemed to have felt the same way because when we arrived there were already people seated at the tables and grinding out their work.

The inside of the café was unique to the others, as this one was much brighter in lighting and gave off a more sophisticated rather than cozy vibe. But the wooden counters and hanging lights still allowed for some hominess. We took some time to observe the market goods and items placed in the middle of the café. We appreciated the variation in these items, as there were stickers and souvenirs but also granola bars and other snacks. Next, we centered our attention towards the menu and its options.

The menu provided a huge selection of food and drink, so we had to take a minute to figure out what we wanted. Eventually, we decided to order an everything bagel with veggie cream cheese and hibiscus tea, which totalled a cost of \$6.50. The service was friendly and cheerful but a little leisurely. Of course we were in no rush, but for those who might be, the unhurried service could be an inconvenience.

After receiving our food, we took a seat at the outdoor tables, which we already established were great for lounging. We dove into our respective foods and we were very impressed. First, we relished in how delicious the cream cheese on the bagel tasted because of the use of fresh vegetables. The bagel itself was a little on the thinner side, which didn't suit our taste. The hibiscus tea that they offered became a favorite of ours and we plan to visit again just to buy more. The other drinks and foods on the menu were alluring and seemed to have a wide variety of breakfast and lunch options, which is perfect for early-morning to afternoon study sessions.

Price	★★★★☆
Food Quality	★★★★☆
Beverage Quality	★★★★☆
Aesthetic	★★★★☆
Study	★★★★☆
Atmosphere	★★★★☆
Service	★★★★☆



#4: Cup of Joe (tie) - 4

We made our way to Cup of Joe after finding parking in busy downtown Portsmouth. A vintage-style and Black-owned café on the corner of Market Street, Cup of Joe had a lot of what we were looking for in an ideal study spot: decent food, comfortable seating, and a quiet study atmosphere.

The first thing we noticed as we walked through the open doors was how inviting and cozy the room felt. The walls were lined with aesthetic decor, from shelves filled with antique mugs to clusters of local artwork. However, depending on your ability to focus on schoolwork, the decor could be a distraction.

As we looked around, we immediately noticed that there were two pairs of students who had their schoolwork spread out across the tables. There seemed to be plenty more tables for other students to occupy, with a maximum of two per table; we figured that if there was a study group of more than two, then the tables could be pushed together to form a larger one. The seating was very comfortable and there were pillows that accompanied the benches that stretched along the back wall. There was plenty of outdoor seating with bigger tables for warmer-weather days, the tables, allowing for about four people per table.

Cup of Joe had been on our list of places to visit for a while because of the rumors we heard about their incredible coffee and tea. There were many options for study snacks, including pastries and desserts, as well as a variety of drink choices for caffeine boosts such as coffee and lattes. For those all-day study sessions, Cup of Joe also provides hearty breakfast and lunch sandwiches.

After thoughtful consideration, we decided to order a plain croissant and an iced chai latte. The croissant was relatively dry and lacked fluffiness, and we felt that it was average in comparison to other pastries that we've tried in the past. However, we agreed that the iced chai was the best we've ever had, and we continued to rave about it even after finishing our journey of study-café scouting. It was just sweet enough without overwhelming the balance of light cream and chai flavor, and the crushed ice didn't leave the drink watery; instead, the chai remained a silky, smooth texture. A total of about \$6.50, the price was high but we felt that it was justified by the amazing flavor of the chai. The service was quick and thoughtful, and the staff was very friendly and welcoming.

Price	★★★★☆
Food Quality	★★★★☆
Beverage Quality	★★★★★
Aesthetic	★★★★☆
Study	★★★★☆
Atmosphere	★★★★☆
Service	★★★★☆



#5: Breaking New Grounds - 3.6

This café on our quest was located within our community of Durham. When we walked into Breaking New Grounds, we were hoping to indulge in their beloved homemade croissants. However, since we had visited later in the day, our options for bakery items were limited. After careful consideration, we bought a blueberry scone, a hot chamomile tea, and a pre-packaged superfood cookie, totalling a cost of \$7.75.

While the baristas gathered our food, we took some time to observe the environment; Breaking New Grounds is a beautiful café with a cozy vibe to it. The noise level was kept to a minimum which was perfect for studying. We decided to rank the aesthetic of the café 4 out of 5 stars. Our only concern was the tables and chairs, as the dull gray color was not very attractive and they were relatively uncomfortable to sit in. This may be an issue for those who desire a study spot that they expect to spend long periods of time in. Due to limited space in the homey café, we decided that Breaking New Grounds would be a great place for individual study rather than larger group study. Therefore, we rated the studying atmosphere 3 stars out of 5. The café itself was also a little on the smaller side, so during rush hour we could see it getting congested and distracting while trying to get school work done.

After we received our food, we were excited to taste-test and dove right into our respective snacks. The blueberry scone was disappointing because we expected to be tart and full of fruity flavor; however, this was not the case. It was somewhat dry, and the sweetness and blueberry flavor just didn't come through. For these reasons the food was ranked 3 out of 5 stars.

The drinks, on the other hand, were delicious. There was a large variety of coffee and tea options, but we decided to settle on chamomile tea. The herbal flavor and warmth was a perfect complement to sitting outdoors.

The service at the café was exceptional, as the staff were friendly and willing to thoughtfully answer any questions we had about their products; the high rating was also due in part to the speed and quality of the service, as the employees worked with both urgency and clear thoughtfulness when preparing our order.

Price	★★★★☆
Food Quality	★★★★☆
Beverage Quality	★★★★★
Aesthetic	★★★★☆
Study	★★★★☆
Atmosphere	★★★★☆
Service	★★★★☆



After our long day of exploring new options for study cafés, we were faced with the challenge of deciding which location was the best. Though all of the cafés offered unique aesthetics, atmospheres, and study snacks, we ultimately concluded that 7 North Coffee and Flight Coffee Co. were the best overall picks. These two places provided us with exemplary food and drinks at an affordable price for students. The cafés themselves were the definition of cozy and aesthetic and maintained a low noise level. Along with this, 7 North and Flight Coffee Co. both provided tables and chairs that were both appealing to the eye and comfortable to sit in for long periods of time. The staff at both places were sociable and inviting which we really appreciated. We thank you for reading through our café journey and we hope that you have found a new spot to visit for your next study session!

- Bhavana Muppala & Laura Slama 

Verbal Harassment

The Effects of Mens' Comments on Women.

If you were to open a web browser and search up the phrase “female traits” the first result would be a pop up list of words such as nurturing, sensitive, sweet, passive, cooperative, modesty, and emotional. If you were to then search the phrase “male traits” you would find the words: strong, courageous, independent, leadership, and assertive. What’s the difference between these lists? You may have thought that the female traits seem outdated; modern women are no longer expected to stay at home and be passive, sensitive, or modest. But did you also think the male traits were out of touch?

None of these traits are inherently a part of either men or women when they are born but the ideals behind them are pushed upon them as they grow up. So while they are not automatically a part of each gender; by associating women with being submissive and men being dominant, it sets women up to tolerate intolerable behavior and men to believe that they have a right to act intolerably.

We live in a patriarchal society. This isn’t to say that we haven’t made a lot of progress over history towards equalling women’s and men’s rights but it does mean we are not done yet. Women still have to put up with a lot more than men, especially when it comes to harassment.

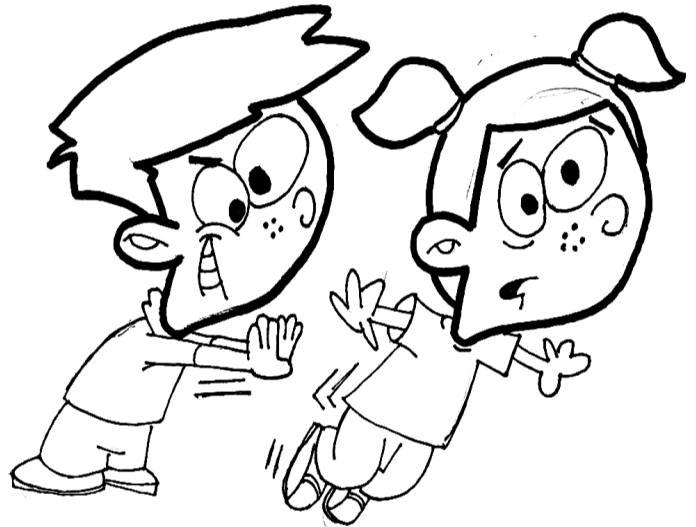
This article will focus solely on the verbal harassment of women by men and the effects it has on women. I’m writing this to point out how every day women face harassment and micro-aggressions which sometimes even they don’t notice. I’m also writing this so that men can become more aware of this issue and how they can be guilty of harassing girls without even realizing it. This is not to say that women are not guilty of harassing men as well or that men do not harass other men. Anyone can harass anyone; and all of these issues are extremely serious. But for the sake of this article it will focus only on this one dynamic between women and men. I would also like to note that the mistreatment of women goes far beyond verbal abuse, and that this article is not meant to pass over that fact, but simply focus more on one specific area of the mistreatment of women.

When beginning to talk about why men harass women and how it affects them we need to first understand the origins of this mistreatment. From a young age, girls are exposed to this issue and often do not even realize it. “In kindergarten, if a boy pulls your hair or teases you, everyone tells you that it’s because he likes you. But that tells girls that when boys are mean to you it’s a sign of affection, and it tells boys that that’s how to get a girl’s attention,” said Tessa Lippmann (’21). No one is born with a bias; the beliefs and ideals we have are all learned behaviors. So to instill a sense of normality about this behavior in both boys and girls at such a young age is significantly impacting how they then view this issue down the line.

“I blame society, more than I blame young boys,” said Lippmann. With behaviors such as “hair pulling” and “teasing” being reinforced, it fuels the sparks of harassment which if not put out can become very dangerous. One of the phrases which bothers me the most is “like a girl.” Growing up, especially when competing

against boys in gym class, I would be told I “run like a girl.” To me, I have no issue with running like a girl since I am a strong and confident girl. But the insinuation from a boy that doing something “like a girl” is a bad thing is what makes me mad. In fact “like a girl” is such a common phrase amongst kids that not only have you most likely heard or used it, but it’s not often reprimanded because it’s so common. Even now, 8 years after I was in elementary school, I still hear this phrase all the time when I’m around kids.

Using someone’s gender as an insult is damaging and leaves them with a sense of inferiority. These playground insults also set the stage for girls to have internalized feelings of how men view them. As boys grow up their comments grow too. Instead of remarks on “running like a girl,” their comments change to focus more on girls’ appearances and how they choose to act. “There’s more expectations surrounding how you [women] should be acting, what you should be doing, and what you should be wearing. With more people trying to control your every move it gets overwhelming and that’s something that I feel like guys don’t even understand sometimes,” said Eleanor Sandin (’23).



“In kindergarten, if a boy pulls your hair or teases you, everyone tells you that it’s because he likes you. But that tells girls that when boys are mean to you it’s a sign of affection, and it tells boys that that’s how to get a girl’s attention.”



Harassment isn't always blatant. It comes in many different forms from being cat called by strangers to simple but damaging statements from even a close friend which leaves you feeling gross. The statements below are different anonymous examples of times when girls currently within the Oyster River High School community were verbally harassed.

"I've had people yell 'nice ass,' 'I'd smash,' and then make whistling sounds just to comment on how I look."

"I don't know if this counts as harassment but this one time when my friends were all hanging out the guys in the group thought it would be funny to rank the girls based off of hotness. They each told us our best and worst features and then declared who they thought was "hottest." It wasn't really funny at the time but it wasn't till after that I felt super icky about it."

"Someone had told me that because I was a woman I needed to go clean. The mess they wanted me to clean was one that the person who said that had made. After, they basically just told me that it had been a joke and I needed to "chill out"

"One time this guy I knew came up to me and told me that he could see through my shirt and that I needed to put on a different one if I didn't want everyone to look at me like I was a sl*t."

"In instances such as in sports, I was verbally abused and made fun of by my club soccer coach more often than I should have my sophomore year. He was extremely rude, singled me out constantly for little reasons, and very contradictory because I was the only girl on the team. If I made a small mistake, it was important, but if one of the boys made the same mistake, it didn't matter at all, and they could carry on. I lost confidence through the season because he kept telling me I wasn't supposed to be there and that I was basically not helping or an asset to the team."

"I was having a really bad day, I had just gotten a bad grade on a test, and I went to see two of my guy friends at lunch hoping they would help to cheer me up. I think I got annoyed when one of them kept trying to steal pieces of my food so I told him off. He got upset and asked me if I was on my period or something. This made me more mad because I wasn't, and also I have a right to feel bad even when I'm not. Then he told me that I was overreacting and if I felt emotional I could go be a b*tch somewhere else."



While collecting those statements, I felt a sense of sadness that those girls were treated in such a way, and also anger that none of those situations felt foreign to me as a girl. The importance of looking at this issue is not just to highlight that it happens but to look for ways to make a change.

"It's hard to describe, but guys treat girls very differently than girls treat girls. Girls understand how hard it is to make a place for themselves in society and understand each other's struggles. Deep down I think every girl has a common issue with how they are treated and it's hard to have most guys understand it," says Arianna Alcocer ('21). So how do we make it possible for men to understand this issue?

The truth is, most men will never fully understand this issue because they don't experience it. But this doesn't mean they cannot be good allies to the women who do experience it. In my experience the harassment that girls face everyday from the men in their lives isn't intentional. Obviously there are still far too many times when women are intentionally cat called or harassed but in talking to sources and friends while writing this article those were not the kinds of harassment most commonly faced by girls. Men may see their comments as jokes or simple statements on a girl's appearance or attitude but while they sometimes don't realize what they are saying, girls do. By inspiring more men to become allies to women it will help make a positive change in their treatment of us regardless of whether their treatment is intentional.

One key component to change is education. It's easy to be aware of a problem but true change comes from knowing and acting against an issue. ORHS Women's Literature Teacher of eight years, Shauna Horsley, teaches about women's history, feminism, beauty, identity, race, and roles of women. With this class focusing on women it can be hard to convince boys that it is worthwhile. "The content of the course is around literature written by women. I think the students who identify as male don't see the subject as something very interesting to them or maybe they just expect that it is going to be a class with mostly females and might feel a little out of place if they joined," explained Horsley.

Just because a topic doesn't relate directly to us though doesn't mean we shouldn't learn about it. Horsley urges boys to take on this mind set as well. "The perspectives from different people are so important to the conversations we have in the class, so it would be wonderful to have more of a mix." Having more men and people in general take classes related to Women Studies is important in confronting this issue. "We need to educate all people about women's history and for some time there's been a lack of that in people's experiences in school," said Horsley. "It's important for everyone to get that message."

Along with education comes action. It is not enough to know that women should be treated with respect and kindness if you are unwilling to stand up for them. This goes for any person. While a victim of verbal harassment should never be pressured to take a stand in the moment if they do not want to, a bystander, boy or girl, can make a huge difference. "Bystanders have the power to report and change an issue," said Lippmann. It also takes awareness to be a good bystander. It's easy to notice when a girl gets catcalled but it's much harder to decipher the comments made to them which are meant to be "jokes."

"There's always a grain of truth when we joke about things where you kind of believe what you're saying on some level so I do think it's hurtful and not okay," said Horsley. In my experience,



both in this particular matter or not, when someone says something unintentionally hurtful they play it off as a joke, trying to erase the truth of what they said and remove its deeper meaning. Doing this doesn't remove the initial hurt caused by the comment but can often make people feel as if they are being over sensitive about a comment. "Nobody wants to be told that their feelings are not valid. It comes down to the fact that when anyone says how they feel in response to something that you did or said they are entitled to their feelings," says Horsley. Even outdated phrases such as "go make me a sandwich", "Get to the kitchen" and even saying "good girl" in response to a girl are casual sexist comments which can make women feel bad. These often accidentally damaging comments still count as harassment and need to be just as looked out for by bystanders.

"Brushing a comment off and saying it's not a big deal is probably not the right way to go to resolve some of these micro-aggressions," said Horsley. The most important step in stopping harassment of women is confronting it head on. "Guys don't like to be called out for their actions, especially by a girl because it diminishes their masculinity and feeling of power," said Charlotte Imperio ('21). Bringing men's actions to light and calling them out for it can seem uncomfortable but it is necessary. "Draw attention to the situation, anything that could make the man feel uncomfortable which helps make him realize what he's doing is being disrespectful," said Imperio.

It is also important to keep in mind that different comments call for different reactions. While a first instinct might cause you to be mad about a comment, which is a warranted reaction, it is generally not the best way to address a situation. "A better way to deal with it would be to accept that sometimes people say things unintentionally and to approach it that way but still be firm in the notion that it is a hurtful comment and it is not okay," explained Horsley. It is also equally if not more important for men to call out their own friends. Only being respectful in front of women is not enough.

I challenge you as readers to take this article into account when you look at your own actions towards this issue. If you are a girl I challenge you to be more aware of the microaggressions which surround us and to calmly confront and educate the men who do this. If you identify as anything other than female, but specifically men, I challenge you to really look at your own actions and hold your friends accountable. Can you full heartedly say that you have been an ally to the females in your life and those you don't know? If you haven't, I urge you to make a change and to think longer about what you want to say before you say it. Are the words about to come out of your mouth kind and respectful or do they come across as dominant and rude? How will they make women feel? Will they empower her or will they make her feel as if she needs to be modest and passive?

- Madla Walsh **M**

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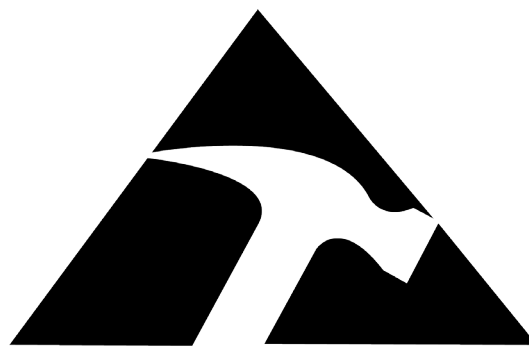
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Mouth of the River is a publication of the ORHS Journalism class

December 22, 1994

It's the Time to Give Thanks!

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 - Faculty Commentary, pg.7
- "There is a kind of poetry in simple fact"
-Edward Abbey

Mouth of the River

Winner of the Seacoast Journalism Awards for Writing, Layout, Graphics, and General Excellence
Oyster River High School Friday, November

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Mouth of the River

Oyster River High School Issue 3 February 1987

Smoking Policy: Is it Working?

by Dan Randall

"What do you do about the new smoking policy when you want to question this before the

This recurring scene is a standing example of the effect that the new smoking policy has had on Oyster River smokers. According to the entire poll, 23% of the smoking population have decided to obey their rule, and leave their butts at home. The remaining 77% claim that they are still smoking in school. Mr. King, who has

THE MOUTH OF THE RIVER

Durham, N.H. JUNE 12, 1986

OYSTER RIVER HIGH SCHOOL

Grad '86

to reach \$4000. Each senior parent has been asked to contribute \$20 to the cause. Thus far, only 346 have responded as compared to 775 at this time last year.

Significant contributions have been made by Dover Federal, Dreher Holloway, Ray F. McDonald Insurance, and the Oyster River SADD chapter. A number of other donations have been made of food and door prizes.

Activities for the seniors will include volleyball and foos-ball tournaments, dancing, watching movies and videos from grade school, and use of many of "The Works" other facilities. Prizes will be given to the winning Senior

Bradshaw is "pleased" is becoming a tradition. A nice way to hard work the kids in for the past year she added.

OREW me volunteers

Oyster School will commence the graduation on June 20 p.m.

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Vol. IV, No. 2

THE WORKING STUDENT

THE MOUTH OF THE RIVER

A publication of the Oyster River Journalism Class Durham, N.H. 03824

DAMAGES, THEFT EXCEEDS \$5,000 IN JANUARY VANDALISM SPREE



EVIDENCE

dent. Upstairs were relocated morning of January. The intruder parently gained to the building breaking one stairwell windowing onto the main do bathrooms. Fro the intruder into, and took eggs from Mr. room.

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Oyster River High School Durham, N.H.

January 22, 1986

of the Oyster River High School Journalism Class
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MOUTH OF THE RIVER

Publication of Oyster River High School Journalism Class All Rights Reserved Issue 5 May 19, 1992

ANNUAL COURT DAY DRAWS INTEREST

record - hearing the case made will result in real consequences ruling is very important because it will set a precedent (first of its kind) and according to the court, the ruling was not at all surprising. The court decided that the case was heard at Oyster River High School on May 12, Judge Joseph M. Brown presided. The judge will allow the bundle to be entered as evidence in the case recently heard at Oyster River High School.

Mouth of the River

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